

CATALOG

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AGNES SCOTT

Academic Calendar, 1991-1992

Fall Semester

Classes Begin	Thursday, August 29
Labor Day (holiday observed)	Monday, September 2
Fall (midterm) Break	Friday, October 18 - Sunday, October 20
Thanksgiving Break	Wednesday, November 27 - Sunday, December 1
Last Day of Classes	Tuesday, December 10
Reading Days	Wednesday, December 11 - Thursday, December 12
Exams Begin	Friday, December 13
Exams End	Wednesday, December 18, 12 noon

Spring Semester

Classes Begin	Wednesday, January 22
Founder's Day	Wednesday, February 19
Spring (midterm) Break	Saturday, March 14 - Sunday, March 22
Easter Break	Friday, April 17 - Sunday, April 19
Last Day of Classes	Wednesday, May 6
Reading Days	Thursday, May 7 - Friday, May 8
Exams Begin	Saturday, May 9
Exams End	Thursday, May 14, 12 noon
Exams Seniors	Friday, May 8, 2:00 p.m.
Exams Seniors	Wednesday, May 13, 12 noon
Baccalaureate	Friday, May 15
Commencement	Saturday, May 16

The 1992-93 Academic Calendar can be found on the inside back cover of this catalog.

ASC Catalog 1991-1993

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Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students. This nondiscriminatory policy also applies to all the rights, privileges, programs and activities generally accorded or made available to students at the College; and to the administration of educational policies, scholarship and loan programs, student employment and other college-administered programs.

The greatest care and attention to detail is given to the preparation of the program of the College and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make at any time changes affecting the policies, fees, curricula, or other matters required to carry out the objectives and purposes of the College. Agnes Scott College is accredited by the Southern Association of Colleges and Schools.



Introduction

History

Agnes Scott began with the faith and vision of a small group of Presbyterians in Decatur, Georgia. They organized a Christian school in July 1889, and, under the influence of the Reverend Frank Henry Gaines, minister of the Decatur Presbyterian Church, they decided that the school would primarily educate girls and young women. Founded in that year as the Decatur Female Seminary, the school occupied a rented house and had slightly more than \$5,000 of subscribed capital. There were four teachers educating 63 students studying at grammar school level.

In the spring of 1890, Colonel George Washington Scott, a leading Decatur businessman, gave \$40,000 to provide a "home" for the school. Colonel Scott had earlier provided 40 percent of the initial capital, and his gift to the new school was the largest sum given to education in Georgia up to that time. In recognition of his interest and support, the Board of Trustees changed the school's name to Agnes Scott Institute in honor of Colonel Scott's mother.

Within 10 years the Institute gained accreditation as a secondary school. In 1906, it was chartered as Agnes Scott College, and it awarded its first degrees. In 1907, the Southern Association of Colleges and Schools accredited the College, which became the first college or university in Georgia to receive regional accreditation. In 1920, the College earned the approval of the Association of Ameri-

can Universities, and in 1926, the United Chapters of Phi Beta Kappa granted it a charter. Agnes Scott is also a charter member of the American Association of University Women and of the Southern University Conference.

Throughout its history, Agnes Scott has sought to maintain the ideals voiced by its founders: "... the formation and development of Christian character" and "a high standard of scholarship." The College is proud of its Presbyterian heritage and is a member of the Association of Presbyterian Colleges and Universities related to the Presbyterian Church (U.S.A.).

The College's Board of Trustees is a self-perpetuating body. Its academic program firmly adheres to the traditional liberal arts disciplines. Academic and extracurricular opportunities supplement this to meet the changing needs of women in our society.

From modest beginnings, the permanent assets of the College have grown to more than \$121 million, of which some \$97 million is in endowment. From a single house on a small lot, Agnes Scott has expanded to 20 buildings on some 100 acres. Since its founding in 1889, five presidents have served: Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), Marvin Banks Perry Jr. (1973-1982), and Ruth Ann Schmidt (1982-present).

□ A more detailed history of Agnes Scott College may be found in *Lest We Forget* by Walter Edward McNair and *A Full and Rich Measure* by M. Lee Sayrs and Christine S. Cozzens.

Agnes Scott President Ruth Schmidt talks to a student on campus. With an 8-1 student-faculty ratio, Agnes Scott College has one of the best ratios among the nation's colleges.

Mission and Purpose

Agnes Scott College, a liberal arts college for women, originated in the faith and vision of a small group of Presbyterians in Decatur, Georgia. In July 1889, the Decatur Female Seminary, later renamed Agnes Scott College, was organized for the purpose of educating women.

The founders of the College envisioned an institution dedicated to excellence in higher education and committed to the Christian faith. Throughout its history, Agnes Scott College has sought to maintain the ideals of its founders: "a high standard of scholarship" and "the formation and development of Christian character."

Agnes Scott College insists upon the highest standards of excellence in its faculty, staff and students, and provides a broad curriculum designed to develop all aspects of compassionate, inquiring persons. Its rich liberal arts curriculum seeks to enable women better to understand themselves and the world in which they live, and to integrate what they know into a humane perspective. Nourished by time-honored traditions as well as by new dimensions of liberal education, students are encouraged to develop intellectual independence, moral insight, and individual creativity, to the end that they may live full and useful lives in their families, careers, and the world.

Agnes Scott College affirms its relationship to the Judeo-Christian tradition. The values of this tradition are central to the life of the College. The Christian faith continues to shape the mission and purpose of the College.

The dialogue between faith and learning at Agnes Scott College fosters not only academic freedom, but an appreciation of pluralism and a desire for diversity. Those who share its life are invited to share its mission and purpose.

The Board of Trustees adopted this interpretation of the charter statement of Agnes Scott College on May 13, 1988.

At Agnes Scott College our purpose is to:

- help the student gain a basic acquaintance with each of three broad areas of knowledge—the humanities, natural sciences and mathematics, and social sciences—and competence in a particular phase of one area
- develop through such study those qualities of mind—analytical, critical, and imaginative—which enable the student to use the treasure of the past and modern contributions to knowledge to enrich her life and to seek solutions to age-old and new problems
- develop an appreciation for excellence
- and for creative achievement in all fields
- encourage the student to develop a spiritual commitment and a set of values which give vitality, meaning, and direction to her life
- foster a concern for human worth and needs, physical as well as intellectual and spiritual
- cultivate a sense of responsibility to her society, both within the college community and beyond.

Scholarships and Financial Aid

We have a notable merit-based scholarship program that recognizes outstanding ability and achievement. In 1990-91, more than 75 percent of the student body received scholarships and/or aid in amounts ranging from \$100 to full room, board and tuition.

We offer a wide range of financial aid opportunities because we seek an economically diversified student population.

Today, the College's endowment per student ranks sixth among all colleges and universities in the United States. Many of our programs have been made possible by the generosity of Agnes Scott's friends and alumnae who have provided endowment money that has contributed substantially to the College's finances. The financial aid package most appropriate for your needs should be discussed, personally, with your financial aid counselor. (For more details, see the FINANCIAL AID section of this catalog.). An Agnes Scott education is too valuable to be denied for economic reasons alone.

An Agnes Scott Education

An Agnes Scott education is as enduring as our Victorian Rebekah Scott Hall and as modern as our Robert W. Woodruff Physical Education Building, which opened in 1988. You will work hard in the classroom, coming to grips with the perspectives and innovations sought by today's leaders in industry, government, and health and human services. In a spacious room in your residence hall, you will read the same timeless literature read by your predecessors. You will learn what is most important about the human condition while living in surroundings that echo values proclaimed by tradition.

At Agnes Scott, you will experience history, both physically and intellectually. At the same time, you will live in today's world with all the advantages of modern architecture and technology. After explor-

ing new possibilities in our fully equipped computer or biology lab, you might want to see the stars at our extraordinary Bradley Observatory.

You will also have rich experiences outside the classroom and off campus.

Through our internship program, you can test your education and emerging skills in any of a number of Atlanta area businesses and institutions. Agnes Scott women have extended the classroom to include the Centers for Disease Control, the Cable News Network, the Georgia State Legislature, the Federal Reserve Bank of Atlanta, the Coca-Cola Company, and Grady Memorial Hospital. At Agnes Scott College, your education will have the depth and breadth of the liberal arts and immediacy of the 1990s.

Choosing Your Career

Education and preparing for life after Agnes Scott are of utmost importance to us. The Office of Career Planning and Placement helps students make well-informed decisions about career and lifestyle options. The center provides individual counseling, self-assessment aids, job search workshops and other programs to help students.

The Intern, Extern and Shadow Programs help students to learn about occupations and professions while at Agnes Scott. This experiential education helps students gain practical experience and learn more about various occupations and professions. As an example, during the Christmas holidays, students can work for a week to get experience in a corporate or non-profit setting.

Life at Agnes Scott College

Agnes Scott College is located in Decatur, a community of 20,000, only six miles from the heart of the south - Atlanta. A great university city, a great American city, a great international city and home of the 1996 Summer Olympics, Atlanta is alive intellectually, culturally and socially.

INTRODUCTION

MARTA, the city's rapid transit system, takes Agnes Scott students to many parts of the city. Professional theater, dance, music, and the visual arts flourish. The Robert W. Woodruff Arts Center is home to the High Museum of Art, the Alliance Theater, and the Atlanta Symphony. The College Events Series brings to the Agnes Scott campus many world-renowned performances such as the Waverly Consort, and speakers such as John Updike. For other entertainment there is the beautiful Fox Theater, the newly opened Underground Atlanta, and many other first rate entertainment places.

When it comes to professional sports, Atlanta is home to the Falcons (football), Hawks (basketball) and the Braves (baseball).

Shopping is the best in the Southeast and there are many malls and small boutiques to satisfy your every need. Restaurants serve cuisine ranging from Southern cooking to French to Cajun to Korean. New restaurants seem to open every day.

A college with approximately 600 students, life at Agnes Scott offers many benefits over larger colleges. You, as an individual, are important to the growth and spirit at Agnes Scott. Living with friends and learning to love them as extended family are essential parts of campus life. Some of the friendships you begin in your residence hall will last a lifetime. At Agnes Scott, we know how important residence living is. That's why all our halls are comfortable and distinctive.

Residence Halls

Agnes Scott, Rebekah Scott and Inman Halls have all recently been restored to their Victorian elegance while meeting today's demands for efficiency and comfort. These halls have recaptured their former grace with period design and furnishings (some donated by alumnae) and chandeliers in their lobbies and parlors. (Imagine studying in your room perhaps in

the elegant comfort of antique furniture against a backdrop of Victorian print wallpaper.) All three of these halls now qualify for listing in the national Register of Historic Places.

There are two other spacious and comfortable residence halls on campus: Walters and Winship. One of these residence halls will probably become your college home . . . your special place where you will begin to make your own decisions and take real control over your life.

Library

Agnes Scott's impressive McCain Library, built in 1936 and completely renovated in 1975-77, has an outstanding liberal arts collection housed in over seven floors of open stacks. Library holdings include over 188,000 volumes as well as 26,600 recordings, microforms, and tapes. Agnes Scott also subscribes to more than 815 periodicals. In addition to an extensive on-campus collection, Agnes Scott students have full access through interlibrary loan or interlibrary use to 8,800,000 volumes in other academic libraries in the Atlanta/Athens area through the University Center Consortium. Guidelines for use are set by the Consortium.

Computer Facilities

Agnes Scott's Academic Computing Center, on the ground level of the library, is fully equipped with 20 computers and a variety of printers, including laser printers and color graphics plotters. Instruction in software applications such as word processing (MS Word), spreadsheet and database packages is readily available in the Center through formal training sessions, computerized tutorials and individual support.

To make resources more accessible to students, computers have been placed in five locations around campus. These locations include three satellite centers in Inman, Winship and Agnes Scott Halls, the Collaborative Learning Center, and

the Writing Workshop.

The Writing Workshop

At the Writing Workshop, (located in Buttrick Hall 306), trained student tutors and the workshop director, a faculty member, assist students working on papers or other writing assignments for courses. In a tutorial session, the student is encouraged to develop her own ideas and to evaluate how well her writing communicates those ideas.

Students may come to the Writing Workshop at any stage of the writing process, from planning and drafting the work to revising and polishing the final version. Tutoring is available daily during the week and on Sundays at no charge. The workshop is equipped with word processors for students to use in conjunction with a tutoring session or on their own.

The Collaborative Learning Center

The Collaborative Learning Center (CLC) is a unique learning environment located on the first floor of the Wallace Alston Campus Center Annex. The CLC is a place for collaborative study, a kind of "talking study hall." Students meet here to work together on projects for their classes, to study for tests, to meet with tutors from various academic departments, or to assist each other with assignments. Furnished with comfortable chairs, work tables, good lighting and several computers, the CLC affords students a place to confirm and expand the learning processes that begin in the classroom.

Honor System

Ethics and values are central to the purpose, curricula, and social life for Agnes

Extracurricular Activities

In a small community, everyone's talents are needed and appreciated. At Agnes Scott, you will explore old interests, develop new ones and enjoy the special chemistry of shared enthusiasms.

Student Government Association

Honor Court

Orientation Council

Interdormitory Council

Social Council

The Profile - campus newspaper

The Silhouette - student yearbook

The Aurora - literary magazine

Arts Council

Witkaze - organization for African-American students

Chimo - organization for international students

Christian Association

Students for Feminist Awareness - organization concerned with women's issues

Spanish, French and German clubs

GAIA - environmental organization

Agnes Scott College Community Orchestra

London Fog - a jazz vocal group

Joyful Noise - a gospel singing group

Glee Club - presenting several concerts

Blackfriars - presenting three major drama productions each year

Athletic Association

Dolphin Cub - synchronized swimming

Intercollegiate Tennis

Intercollegiate Soccer

Cross Country

Volleyball

Basketball

Studio Dance Theater - a contemporary company which performs each spring

Student art exhibits - open to the public

Scott College. Women here take personal responsibility for their own integrity and behavior. The Honor System, rarely found on campuses today, is governed by students, and each student is expected to uphold the high standards of that system. The Honor System offers students the privilege of enjoying unlocked residence hall rooms and unproctored exams.

Our Second Century

In 1989, Agnes Scott College was 100 years old! As we enter our second century, the academic programs have been revitalized. This will enable Agnes Scott graduates to be effective leaders in tomorrow's world. Our commitment to scholarship shows in Agnes Scott's high academic standards. Our sense of the future involves global perspectives and ethical uses of technology.

At Agnes Scott, traditions lay the groundwork for the future. Respect for the past and excitement about the future are as apparent in our physical improvements as in the redesigned curricula.

Since 1985 many campus facilities have been refurbished. Historic buildings have been restored to their original grace and have been authentically furnished. The bell tower of Main has a new brass bell which calls us to convocation and other special events. Our gazebo and horse-and-carriage gate, two cherished Agnes Scott symbols that have been part of our campus for most of our history, have both been carefully restored.

Our old gymnasium and infirmary buildings have been renovated and are now the Wallace M. Alston Campus Center. This center houses a student

activity room, game room, racquetball courts, lockers, dance studio, campus offices, faculty club, snack bar, TV lounge, counselor's office, chapel and chaplain's office.

In 1988 the Robert W. Woodruff Physical Education Center opened. The facility is part of a more than \$4 million pledge to athletics and physical education that has provided a swimming and diving pool, regulation basketball and racquetball courts, weight room, training room, and a new track and field designed with state-of-the-art field technology. The new facilities would be impressive on any campus. Because Agnes Scott's athletic emphasis is on recreation and personal development, our facilities are available to all students for individual training as well as for intramural and intercollegiate athletics.

Our commitment to innovative hands-on experience is evident in such programs as internship study and the Global Awareness Program. It is evident in campus facilities such as our Computing Center. The Agnes Scott experience helps students become at home in the world. Through the Global Awareness Program Agnes Scott students have had the opportunity to live and study in such places as: England, France, Taiwan, Germany, Greece, The Galapagos Islands, Hong Kong, Burkina Faso, Spain, India, Ecuador, Peru and Mexico.

Agnes Scott's heritage is one of providing an education that has real meaning in the lives of our graduates. It is a heritage we honor by improvements and innovations that make our second century at once a promise made and a promise kept.

Admission

Agnes Scott College admits students of diverse backgrounds, interests, and talents whose academic and personal qualities promise success. Qualified women of any race, age, creed, national or ethnic origin are encouraged to apply. The College admits qualified students with disabilities and makes every effort to meet the needs of such students. Agnes Scott College is authorized under federal law to enroll nonimmigrant foreign nationals.

The Office of Admissions, under policies and standards established by the Faculty, considers each student's application and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity. Every completed application receives a thorough review. Agnes Scott admits well-qualified students without regard to financial need. An applicant's financial situation is considered after an admission decision has been made. Students are admitted on the basis of their academic and personal records and promise, not on family financial circumstances.

Financial Aid

The Financial Aid program at Agnes Scott is designed to make an Agnes Scott education affordable to every student who is admitted. The financial need of a student accepted for admission is evaluated by the Financial Aid Office. A financial aid plan is developed consisting of grant, loan, and work components. For more information, please see FINANCIAL AID.

During the academic year 1990-91, grant, loan, and work funds were used by approximately 75 percent of the student body to meet their educational expenses. The College also offers scholarships based on merit rather than need. Awarded annually, they are renewable and range from

\$500 to \$10,000. Academic scholarships usually have early application deadlines, and interested applicants should call the Office of Admissions for details.

General Information

The Application

Applications for admission are distributed by the Office of Admissions. Students may also use the Common Application, which is a form shared by a national group of selective private colleges. The Common Application may be obtained in high school guidance offices.

The application for admission should be mailed, together with a nonrefundable application fee, to: Office of Admissions, Agnes Scott College, Decatur, Georgia 30030. The fee may be submitted in the form of a check or money order to Agnes Scott College. The Office of Admissions considers requests for fee waivers on an individual basis.

Entrance Requirements

A student's record of achievement in secondary school is the most reliable indicator of college success. Successful candidates for admission usually graduate in the top 30 percent of their high school class and present a minimum of four academic units each year. Courses include four years of English, two years of one foreign language, three years of mathematics (algebra I and II, geometry), one or more years of laboratory science (biology, chemistry, physics), and one or more years of social studies. Students may be accepted for admission without the recommended number of courses in a particular field.

Entrance Examinations

Applicants must present results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These

examinations should be taken in the spring of the junior year or by December of the senior year. The Admissions Committee considers the highest scores presented by an applicant.

Information about the SAT and ACT may be obtained in high school guidance offices. Students may write for information directly to the College Board Admissions Testing Program, Box 592, Princeton, New Jersey 08541, or to the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

Advanced Placement Credit

Credit toward the Agnes Scott degree may be given for scores of four or five on the following Advanced Placement Examinations of the CEEB taken in secondary school. Art (history, studio), biology, chemistry, economics, English (language and composition, literature and composition), French (language, literature), German (language), history (American, European), government and politics, Latin (Vergil, Catullus-Horace), mathematics (calculus AB, or a score of 3 on BC), music (theory), physics (B, C mechanics, C electricity-magnetism), Spanish (language, literature).

Credit toward the Agnes Scott degree may be given for scores of five, six, or seven on the higher level examinations of the International Baccalaureate taken in secondary school.

Students who have participated in joint enrollment programs with accredited colleges and universities may receive credit for grades of C or better if the college issues an official transcript and certifies that the course was a regular college course taught at the college by a regular member of the college faculty. Final determination of credit for joint enrollment courses will be made by the dean or associate dean of the College.

All inquiries and materials connected with advanced placement credit should be directed to the associate dean of the College.

Interviews and Overnight Visits

An on-campus interview is encouraged but not required for all candidates. The student becomes better acquainted with the College, and a visit is very useful when making the final college choice. An interview is also helpful to the Office of Admissions when evaluating an application. Student-led tours, class visits, and overnight stays in residence halls can be scheduled as part of the visit. To schedule an interview, write or telephone the Office of Admissions at least a week in advance.

Agnes Scott alumnae are available in many areas of the country to talk to prospective students about Agnes Scott.

Candidates for admission can find the name and address of the alumnae representative closest to them by contacting the Agnes Scott Office of Admissions.

For information call or write:

Director of Admissions
Agnes Scott College
141 East College Avenue
Decatur, Georgia 30030
(404) 371-6285
National 1-800-868-8602

Health Record

All applicants who accept the College's offer of admission must submit a complete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Entrance Health Record Forms are mailed to enrolling students and must be received by the director of the Health Center by August 1.

Secondary School Students

Applying as a Senior

Seniors should apply for admission before the priority deadline March 1 of the senior year. Credentials required are: a completed application form, a high school transcript, essay, scores from the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), and a guidance counselor's recommendation. Agnes Scott admits

students according to the following application plans:

(1) First Choice/Early Decision (The applicant agrees to withdraw all other college applications after receiving notice of admission from Agnes Scott.)

Application deadline: November 15

Notification date: December 15

Reply date: January 1

(2) Scholarship Decision

Application deadline: January 15

Notification date: February 1

Reply date: March 15

(3) Regular Decision

Application deadline: March 1

Notification date: beginning March 1

Reply date: May 1

Joint Enrollment

Some high school seniors are ready to take college courses before graduation. Under the Joint Enrollment Program, high school seniors (male or female) may take some courses at Agnes Scott. At the end of the year, the student receives both a high school diploma and college credit. These students must be approved for admission by the director of admissions and are admitted to specific courses by the dean or associate dean of the College. A candidate must submit a high school transcript, a record of SAT or ACT scores, and a letter from the high school counselor giving a general recommendation and specific course approval. A limited number of nonrenewable, merit-based scholarships are available to qualified female Joint Enrollment students.

Admission after Junior Year of High School

A student judged to be ready for college after her junior year of high school may be admitted to Agnes Scott College. The student must be mature, academically prepared, and strongly recommended for this program by her school. Most high schools grant a diploma after a student completes

first year courses at Agnes Scott. A student considering this possibility should consult her high school guidance office. Successful applicants are classified as first-year students at Agnes Scott and use the normal application procedures and dates.

International Students

International students are encouraged to send their completed forms early in order to avoid postal delays. Foreign nationals whose first language is not English should also submit the results of the Test of English as a Foreign Language (TOEFL). Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08541.

College Students

Transfer Students

Agnes Scott welcomes applications from transfer students, including graduates of two-year colleges. Transfer applicants are admitted on the basis of academic and personal achievement and motivation. In addition to completed application forms, each applicant must submit standardized test score results (SAT or ACT), an official transcript of high school and college work, a copy of her current college catalog, one letter of recommendation from a college professor who taught the applicant an academic subject, and a statement of good standing. Students who are on probation or have been dismissed will not be admitted to Agnes Scott College.

Transfer students are also urged to visit Agnes Scott for an interview in the Office of Admissions.

Transfer students must complete the junior and senior years at Agnes Scott and earn a minimum of 60 semester hours in academic subjects at the College.

Transfer applications are accepted for the fall and spring semesters. Admissions decisions are made and announced as applications are completed and openings

remain available.

Transfer credit may be given for courses taken at accredited institutions, provided the student has earned a grade of C or better and the courses fall within the scope of Agnes Scott's curriculum. Students wishing to apply a substantial portion of work earned elsewhere toward their major should check with the Office of the Dean of the College.

Transient Students

Students in good standing at other colleges may enroll as transient students at Agnes Scott for one or more semesters and take one or more courses. A request for admission as a transient student should be filed in writing with the dean of the College and supported by the following items sent at the student's initiative: a transcript of record, including a statement of good standing, and a letter of approval from the student's college dean, indicating approval of the plan and of specific courses to be taken for transfer credit.

Financial Aid

The financial aid program at Agnes Scott is designed to make an Agnes Scott education affordable to every student who is admitted. The financial need of a student accepted for admission is evaluated by the Financial Aid Office.

The College also offers scholarships based on merit rather than need. Awarded annually, the scholarships are renewable and range from \$500 to \$10,000.

Merit-Based Scholarships

Agnes Scott offers scholarships based on outstanding ability and promise. **Honor Scholarships** award from \$5,000 to \$10,000 annually to academically outstanding students. **Second Century Awards** are made in the amount of \$2,000 to students who show academic and leadership potential. Students must submit all application materials to Agnes Scott by January 15th, and they must indicate interest in competing for Agnes Scott scholarships on the application for admission. The Office of Admissions can provide further information about either of these programs.

The **Nannette Hopkins Scholarships** in music are awarded to entering students planning to major in music on the basis of musical talent and promise. These \$2,000 awards are renewable through the senior year. Contact the Office of Admissions for information about auditions.

Agnes Scott offers several four-year scholarships annually through the **National Merit Scholarship Corporation**. Recipients are selected from finalists who have designated Agnes Scott as their college choice and receive from \$500 to \$2,000 a year.

The **National Presbyterian College Scholarships** of up to \$2,000, are awarded to entering first-year students who are

members of the Presbyterian Church (U.S.A.). Selection is based on scholastic ability and leadership qualities. Applications are available from the Office of Admissions.

The Huguenot Society of America awards the **Marie L. Rose Scholarship** of \$1,000 to a rising sophomore, junior or senior who presents proof of eligibility as a Huguenot descendant. The Financial Aid Office has these applications, which must be submitted no later than April 15.

Need-Based Financial Aid

Agnes Scott makes every effort to meet the demonstrated financial need of all students. Demonstrated need is determined by the Financial Aid Office upon receipt of a Financial Aid Form (FAF) processed by the College Scholarship Service. An Agnes Scott financial aid award usually combines one or more grants, a Stafford Student Loan, and the offer of campus employment. If students choose to decline any portion of their financial aid package, they must use their own resources to replace these funds.

Government Sources Of Financial Assistance

■ **State of Georgia Grants.** Qualified Georgia residents are automatically eligible for the Georgia Tuition Equalization Grant (in the amount of \$925 in 1990-91). To qualify, a student must have been a legal resident of Georgia for the 12 months immediately preceeding enrollment at Agnes Scott and must be registered for at least 12 semester hours 14 days after the end of the drop/add period. The Georgia Tuition Equalization Grant is not based on the financial situation of the student's family. It recognizes the impor-

rant role private colleges play in reducing the cost to taxpayers for the education of Georgia citizens. Applications, which must be filed yearly, can be obtained from the Agnes Scott Financial Aid Office.

Georgia residents who are full-time students and who demonstrate substantial financial need may also qualify for the Student Incentive Grant. These awards ranged from \$500-\$1,000 for the 1990-91 academic year.

■ **Federal Programs.** Two grant programs provide federal grant funds. The Pell Grant program makes need-based awards based on information provided on the Financial Aid Form (FAF). These grants are for a maximum of \$2,300 for 1990-91. Supplemental Educational Opportunity Grants range from \$100 to \$4,000. Completing the FAF is all that is necessary to apply for both of these programs.

Federal College Work Study funds provide a portion of salaries paid to students who are awarded campus jobs as a part of their financial aid package.

The Stafford Student Loan (formerly the Guaranteed Student Loan Program) enables students to borrow directly from banks, credit unions, savings and loan associations and other participating lenders. The low-interest loans are repayable beginning six months after graduation. Students accrue no interest on their loans while attending Agnes Scott. The Stafford Loan Program limits the amount which students may borrow annually to \$2,625 for freshmen and sophomores and \$4,000 for juniors and seniors. Any student who has difficulty in locating a Stafford Student Loan lender should contact the Agnes Scott College Financial Aid Office.

Application Procedures

All applicants seeking financial assistance must file a Financial Aid Form (FAF) with the College Scholarship Service (CSS) in Princeton, New Jersey. High school guidance offices have these forms, which should be filed as soon as possible after

January 1. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission.

Transfer applicants, applicants for readmission, and Return to College applicants may obtain a copy of the FAF from the Office of Admissions. They also should arrange to have a financial aid transcript from all institutions previously attended sent to the Agnes Scott Financial Aid Office.

Currently enrolled students seeking aid for the next session should obtain a Financial Aid Form from the Financial Aid Office. Instructions for applying are posted on the official bulletin board in January.

Determination of College Awards

The amount of financial aid granted to a student is based on need. The Financial Aid Office determines from the CSS Financial Aid Form the amount of family resources which should be available to the student for college expenses. Among the factors used in the analysis are: family and student income and assets (including the student's summer earnings), taxes, medical expenses, living expenses and retirement allowances, family size, and number of children in college.

The Financial Aid Office requires signed copies of the federal income tax returns for both the student and her parents for the calendar year before each academic year for which the student requests aid. These should be submitted to the Financial Aid Office as soon as possible after January 1.

Students must also inform the Financial Aid Office of any significant changes in the financial situation of their families which might require an increase or decrease in aid.

Notification of Awards

Students are notified of their financial aid award for the coming session as soon as possible after the Financial Aid Office

receives their processed FAF, tax returns, and any other supporting documentation which may be requested.

Confidentiality of Awards

Since the amount of an award reflects a family's financial circumstances, college personnel consider the award a private matter between the student, her parents, and the Financial Aid Office. In accordance with the legislation titled "The Family Educational Rights and Privacy Act of 1974," Agnes Scott will not release this information to others without the student's written consent.

Student Responsibilities

Students interested in financial assistance at Agnes Scott must apply for all federal and state grants which may be available to them. Students are encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions, and religious and civic groups.

Students are responsible for knowing and complying with all instructions and regulations of the various student assistance programs.

Financial aid awards are made for one year, and are renewable on evidence of continued financial need as indicated by the results of a completed FAF each year. All financial aid programs must be applied for annually.

All students must make satisfactory progress toward the completion of their degree to continue to receive financial assistance. A copy of the College's statement of Financial Aid Satisfactory Progress is available from the Financial Aid Office. Normally, assistance is available only for the equivalent of eight semesters of full-time study.

Students receiving financial assistance who withdraw from the College during the refund period will not receive refunds personally. Instead, the refund will go back into the various accounts of the programs

from which funds were issued. In cases where students withdraw from the College and have received cash for non-direct educational expenses, repayment of unused funds may be necessary.

Other Financing Options

The College offers several other options for financing an Agnes Scott education. These programs are designed to help a student's family manage their resources in ways which will enable them to make their expected contribution toward college costs. Detailed information on these programs is available in the Financial Aid Office.

■ **Parent Loan Plan.** The Agnes Scott Parent Loan Plan is funded by the College for families who wish to make loans ranging from annual amounts of \$1,000 to \$7,500 at a low interest rate. Repayment is made monthly over an extended period. Contact the Agnes Scott College Financial Aid Office for further information.

■ **PLUS Loan Program.** The PLUS Loan Program enables parents of enrolled students to make federally insured loans at a low interest rate through banks, credit unions, savings and loans. Parents may borrow a maximum of \$4,000 per year.

■ **Extended Repayment Plan.** The extended Repayment Plan is a long-term loan program for parents who wish to spread college costs over a longer period of time—up to ten years.

■ **Insured Tuition Payment Plan.** For parents who wish to meet educational expenses without borrowing, the Insured Tuition Payment Plan divides college costs into monthly payments.

Return to College Students

Financial assistance is available for full- or part-time study to women who demonstrate financial need and have not been

granted a bachelor's degree. Financial aid recipients must enroll each semester for a minimum of six semester hours of credit. Financial aid awards for Return to College students usually consist of grant and loan funds. Return to College applicants who wish to apply for financial assistance should file their FAF with the College Scholarship Service at least two months prior to the beginning of the semester for which they plan to enroll.

International Students

A limited amount of financial aid based on need is available for international students. International students may obtain both the CSS Declaration and Certification of Finances and the Financial Aid Application for Students in Foreign Countries from the Office of Admissions.

International students must be able to provide their own transportation, vacation and summer expenses, and health insurance.

March 1 is the deadline for receipt of all admissions and financial aid documents from international students interested in aid.

Outside the Classroom

At Agnes Scott College, the entire community works together to help incoming students successfully begin their College careers. The orientation process begins before a new student arrives on campus and continues throughout her first year. Structured programs include faculty advising, course selection, and placement tests, as well as formal introductions to campus student organizations.

New students also get to know Agnes Scott through personal, less formal programs. For example, each incoming student is assigned an upper class student as a "big sister." This big sister contacts the new student during the summer before her first semester and continues the special relationship through that student's first year at Agnes Scott. We also encourage social involvement through activities such as weekend events in the Atlanta area, on-campus parties with students from other colleges, and Agnes Scott student participation in events on other Atlanta campuses.

International students, minority students, transfer students, and Return to College students are offered additional orientation programs tailored to their needs. All students are welcomed and encouraged to become vital members of the campus community.

Living Arrangements

Our residence halls are almost entirely self-governing. A senior resident or resident assistant is assigned to each hall as needed. These residential staff members are supervised by the associate dean of students. *The Student Handbook*, given to each student on arrival, explains all campus regulations.

All of our rooms cost the same. Except for Return to College students, all full-

time students must live in a College residence hall or with parents or other relatives. Any student who wishes to change her residency status must have the permission of the dean of students.

Student Activities

The majority of student activities are held in the newly renovated Wallace McPherson Alston Campus Center. This two-building facility was designed to meet a variety of needs. The Scott Building has student lounges, a snack bar, three racquetball courts, a studio dance area and the chapel. The Walters Building houses student government offices and a faculty lounge. The director and assistant director of student activities plan social, cultural, intellectual and recreational activities for students.

Student Government

Agnes Scott is a community that values open communication among faculty, students, and administrators. The Student Government Association acts as a formal liaison between the students and the administration. Through this association, students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. *The Student Handbook* includes more information about student government.

Health Services

Student Health Services are provided on campus under the direction of a nationally certified nurse practitioner working with physician consultants in internal medicine, gynecology, and psychiatry. Services include evaluation and treatment of minor health problems, health education, and counseling. Professional staff members can

refer students with specific health problems to the medical director or to other specialists for evaluation and treatment. The student health program stresses prevention of illness, promotes self-care, and encourages positive health practices. Off-campus psychiatric counseling services are available upon request.

Special health education and screening programs are offered throughout the year. Reference materials on health topics are located in the Student Health Center.

Resident students are eligible for all services provided by the Student Health Center. The residence fee entitles the boarding student to an evaluation and treatment of selected health problems by the nurse practitioner or referral to the appropriate medical resource. Faculty, staff, and non-resident students may receive first aid for minor injuries, limited health screening, health information and referral upon request, but are not eligible for other services from the Health Center.

Students with serious illness or accident victims will be referred to hospitals. The College reserves the right, if parents or guardians cannot be reached, to make decisions concerning emergency health problems for any student who is a minor.

Counseling

Confidential counseling services are offered to all Agnes Scott students by the College counselor and the College Chaplain. In general, therapy sessions are for 50 minutes and are limited to short-term treatment of one semester or the equivalent in weeks. Psychiatric or long-term therapy is available off campus by referral and includes a free evaluation. Group counseling is provided for students with special concerns such as a Return to College student support group or a group for children of divorced parents.

Individual personal counseling issues include family problems, homesickness, conflicts in relationships, decision-making, grief, anxiety, depression, stress reduction, study skills, time management,

listening skills, and math anxiety. In addition, workshops can be arranged for groups interested in any of the above topics. Students are encouraged to take advantage of the opportunity to explore their personal growth through counseling.

College Chaplain

The Chaplain coordinates Agnes Scott's religious life, offering opportunities for worship, reflection, service and community-building.

On-campus worship includes a Sunday evening vespers service, weekly morning prayer, services in celebration of special campus events, as well as services offered by visiting clergy from a variety of religious traditions. Serving as a liaison between the broader religious community and the College, the Chaplain encourages students to become involved in the worship of a local congregation and provides information about the many churches and synagogues in the Decatur and Atlanta areas.

Contexts for reflection on the relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, support groups and personal counseling. In consort with the Director of Student Activities, the Chaplain's Office offers opportunities for faithful service to the larger community by dealing with such issues as homelessness and housing, literacy, the environment, health, poverty and battered women.

In these ways, and as advisor to the Christian Association, the Chaplain facilitates the building of positive community life grounded in the traditions of faith.

Career Planning and Placement

The Career Planning and Placement Office helps students make well-informed decisions about career and lifestyle options. Our counselors encourage students to appreciate career development as a lifelong process that only begins at Agnes Scott.

The office provides individual counseling; self-assessment aids (including SIGI Plus, a computerized career development program, the Strong Campbell Interest Inventory, and the Myers-Briggs Type Inventory); an extensive career library; seminars about specific careers and career-related issues; and job search workshops on topics such as skills assessment, resume writing, and interviewing techniques.

The Shadow, Extern, and Intern Programs provide students with access to advisors and role models in different career fields.

Through the Shadow Program, students spend an afternoon or an entire day talking with and observing local sponsors in careers of interest to the students.

The Extern Program enables students to perform some on-the-job activities during an entire work week spent with sponsors and their colleagues.

The Intern Program provides summer

and semester placement, which gives students on-the-job experience in many fields such as business, social service, journalism, and the arts. Internships may be paid or unpaid and for credit or non-credit. (For more information about credit internships, see THE ACADEMIC PROGRAM section of this catalog.)

The office assists students in locating permanent, summer, and part-time work. The career library contains books and magazines related to career choices, company information, as well as part-time and full-time job listings. Mock interviews are conducted to help students develop interview skills. A career fair is sponsored by the office each year.

During the spring semester, employers visit the campus and conduct interviews. Some employers also participate in our Resume Recruitment Program by receiving resumes of upcoming graduates.

Return to College

Agnes Scott College is committed to assisting women beyond traditional college age to pursue their educational objectives in a program suited to their individual needs. Students in the Return to College Program enroll in regular college courses and meet the same degree requirements as the other undergraduates.

Most women who enroll in Agnes Scott through the Return to College Program plan to earn the bachelor of arts degree. Others pursue programs of study for personal enrichment, to learn more in a particular field, or to prepare for graduate study in fields such as medicine, law, or theology. Each student's program of study is carefully planned and reviewed on an individual basis.

Students in the Return to College Program vary greatly in age, background, marital circumstances, socio-economic status, and in the degree to which they participate in campus life. However, all enter with a strong desire to succeed, in spite of the demands of complex personal lives, and they enrich the College community with their energy, enthusiasm, and personal views.

Admission

The College accepts applications for fall or spring semester. Applicants should submit 1) the Return to College application, including a personal essay and the \$25 application fee; 2) two letters of recommendation; and 3) official transcripts of previous high school and college work, sent directly from the institutions attended. As soon as all of the application materials are received, the Office of Admissions will contact the applicant to arrange a campus interview. The Scholastic Aptitude Test (SAT) is not required for admission; however, students who have

taken this test within the last five years are encouraged to submit their scores.

Since students in the program typically have been out of school for several years, the College considers a woman's personal history as well as her academic record to determine her potential for success. Factors such as employment outside the home, community service, self-study, and personal motivation are carefully reviewed in the admission process. Students who are on probation or have been dismissed will not be admitted to Agnes Scott College.

Applications should be filed with the Office of Admissions as early as possible, but no later than one month before the beginning of a semester. Applicants seeking financial aid must apply at least two months in advance of the semester in which they plan to enroll.

New Return to College students pay a \$100 enrollment fee by May 1. This fee is non-refundable after May 1.

Financial Aid

Agnes Scott admits well-qualified students without regard to financial need. Financial aid decisions are made after the student has been admitted to the College and has chosen her courses for the term. Assistance is available for full- or part-time study to women who demonstrate financial need and have no bachelor's degree. All financial aid awards for Return to College students consist of grant and loan funds provided chiefly through the Irene K. Woodruff Scholarship Fund. Financial aid recipients must enroll each semester for a minimum of 6 semester-hours of credit.

Rafael Ocasio, assistant professor of Spanish, teaches a class in Buttrick Hall. Among the students who attend Agnes Scott for its "high quality academics" are many RTCs.



To apply for financial aid

- 1) Complete the Financial Aid Form (FAF) and mail it to the College Scholarship Service for processing. Processing may take four to six weeks. Do this as soon as the application for admission is filed.
- 2) Send a copy of your most recent federal income tax return to the Agnes Scott Financial Aid office. The FAF is available from the Financial Aid Office.

Health Record

The College requires a completed Entrance Health Record to be on file at the Student Health Service before a student attends classes. Health record forms are sent to students after they have accepted the College's offer of admission.

Students with Previous Academic Experience

Students in the Return to College program with credits earned at other institutions will be subject to the same regulations as other transfer students with the exception of the minimum course load.

Evaluation of Transfer Credit

Evaluation of transfer credit may require course descriptions from catalogs from all colleges previously attended to be submitted to the associate dean of the College upon enrollment. Please contact the registrar of your previous college or colleges for assistance in obtaining catalog course descriptions.

Academic credit earned at other institutions which meets College standards is applied toward the Agnes Scott degree upon classification. (See "Transfer Credit," page 36.) No more than 64 semester hours (60 plus 4 for physical education) of transfer credit will be counted toward the 124 semester hours required for the Agnes Scott degree. A student must earn a minimum of 60 hours in Agnes Scott academic courses toward the 124 hours required for the Agnes Scott degree.

Time Limits for Completion of the Degree

Time limits for completion of the degree are:

- a) eight years after enrollment if classified as a first-year student.
- b) six years after enrollment if classified as a sophomore.
- c) four years after enrollment if classified as a junior or a senior.

Students with no Academic Experience

Students who enroll with no previous academic experience will be classified as first year students and will have a limit of eight years to complete the degree.

Non-degree Candidates

Students enrolled in the Return to College Program but who do not intend to obtain a degree may earn a maximum of 24 semester hours of credit. Non-degree candidates will not be classified.

The Committee on Academic Standards and Admissions may make exceptions to any of the above.

Interviews and Visits

Women considering the Return to College Program are encouraged to visit the campus. Arrangements to attend classes may be made through the Office of Admissions.

Admissions counselors welcome the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.

The Athletic Program

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for fitness and recreation.

With the completion of the Robert W. Woodruff Physical Activities Building with its basketball courts, 25-meter swimming pool, and Nautilus equipment, the track and field, as well as the dance studio

and racquetball courts in the Alston Campus Center, Agnes Scott has made a commitment to provide quality opportunities for physical activities and athletics equivalent to that of its academic programs.

The athletic program consists of intercollegiate athletics, club sports, and intramural sports.

Dance is also available through performing groups such as Studio Dance Theatre. With the new facilities, additional programs are being developed in intercollegiate athletics, club sports, and intramurals.

ASC's winning tennis teams have been praised as being "physically and mentally powerful."



The Academic Program

Intellectual independence, academic excellence, and informed choice form the basis of the academic program at Agnes Scott. Each student is responsible for her course of study within the parameters of academic excellence set by the College's Specific, Distributional, and Depth Standards.

Agnes Scott College is a community of individuals. Faculty members are teacher-scholars devoted to the well-being of their students. First year counselors, residence hall assistants, and big sisters represent a student body that cares for each of its members. Students should not hesitate to seek advice from any of the members of the Agnes Scott community.

Advising

Upon entering Agnes Scott College, each student is assigned an academic advisor by the associate dean of the College. This advisor is a faculty member who will be able to meet with the student on an individual basis to assist her in making informed choices about her academic career. This person will remain the student's advisor until she selects a major, usually at the end of the sophomore year.

The faculty advisor must sign a student's course card, and any forms to add or drop courses. This action signifies that the student has consulted her faculty advisor about her decision; however, the student is responsible for her own choices and her own academic program.

Advising continues during the fall semester under the FOCUS program. FOCUS is a comprehensive program for new students who meet often in a small group with a faculty member, a member of the administrative staff, and two upper-class students. This format provides continued advising and orientation about academic, social, and student life. Students are encouraged to ask questions and en-

gage in discussion about various aspects of campus life in these groups.

Requirements for the Degree

Agnes Scott College confers the degree of Bachelor of Arts. To qualify for the degree, each student must complete successfully 124 semester hours of credit, including no more than four semester hours of physical education and no more than ten semester hours of internship credit, with a cumulative quality-point ratio of 2.00 (C average); satisfy the Specific, Distributional, and Depth Standards; and satisfy the Residence Requirement.

Specific and Distributional Standards.

The academic program at Agnes Scott encourages informed choice within the parameters of academic excellence. The Specific Standards insure a student's competence in specific skills. The Distributional Standards introduce a student to the ways of thinking and subject matter of broad areas of human inquiry. A student satisfies these standards by completing courses designated to the respective areas.

Because a liberal education includes an appreciation of diverse cultures, the faculty encourages students to take courses that study women, non-Western cultures, and racial and ethnic minorities in the United States.

Specific Standards. Unless exempted, a student must satisfy these standards:

Rosalynn Carter, ASC Distinguished Lecturer and former First Lady, draws from firsthand knowledge of world leaders to bring insight and understanding into global issues such as human rights and infant mortality. She contributes to the depth and breadth of ASC's Global Awareness Program.



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- (1) English composition and reading: two semester courses taken while a student is classified as a first-year student
- (2) Foreign language: intermediate level
- (3) Physical education: four semester courses, two of which must be taken while a student is classified as a first-year student.

Distributional Standards. Unless exempted, a student must satisfy these standards:

- (1) Humanities and fine arts
 - (a) Literature: one semester course in the language of its composition
 - (b) Religious and philosophical thought: one semester course
 - (c) Historical studies and classical civilization: one semester course
 - (d) Fine arts: one semester course
- (2) Natural science and mathematics
 - (a) Mathematics: one semester course
 - (b) Natural science: one semester course that includes a laboratory section
- (3) Social Sciences: one semester course

Restrictions. Several restrictions apply to Specific and/or Distributional Standards.

- The term one semester course means a course of at least 3 semester hours.
- Credit received in satisfying Specific Standards cannot apply to Distributional Standards.
- Credit received in satisfying Distributional Standards cannot apply to Specific Standards.
- Courses taken to satisfy the Specific and Distributional Standards cannot be taken on a pass/fail basis.
- No more than one Specific or Distributional Standard may be satisfied by transfer credit after a student has been admitted. (See "Transfer Credit," p. 36.)
- No course may be used by a student to satisfy more than one Distributional Standard.
- No more than one Distributional Standard can be satisfied in one department (except for courses in Creative Writing); cross-listed courses count in

the distributional area of the department in which the faculty member teaching the course is appointed.

- Courses in Physical Education beyond the four required represent credit beyond the 124 semester hours required for the degree.

Satisfying Specific and Distributional Standards by Courses. The following Agnes Scott courses (or their equivalents) satisfy the Specific Standards. Exceptions are considered individually.

- Two semester courses in English composition and reading, taken while a student is classified as a first-year student. English 101 and 102, or 103 and 104.
- The intermediate level of a foreign language: French 201 or 230; German 201; Greek or Latin, two semesters at the 200 level; Spanish 201 or 203.
- Four semester courses in physical education, two of which must be taken while a student is classified as a first-year student.

Any course in the Department of Physical Education, one of which must be in fitness. The fitness courses are: 101, 102, 103, 105, 106, 108.

The following Agnes Scott courses (or their equivalents) satisfy the Distributional Standards. Exceptions are considered individually.

(1) Humanities and fine arts

- (a) **Literature:** one semester course in the language of its composition.

English: any course under the "Literature" heading of the Department of English except 309 and 323.

French: any course above 235.

German: 222 or any more advanced literature course.

Greek: any 200- or 300-level course except 360.

Latin: 204 or any course above this level except 360.

Spanish: 223 or any more advanced literature course.

- (b) **Religious and philosophical thought:** *one semester course.*
Bible and religion: any course in the department.
Philosophy: any course in the department.
- (c) **Historical studies and classical civilization:** *one semester course.*
History: any course in the department.
Classical Languages and Literature: any course under the "Classical Courses in English" heading of the department.
- (d) **Fine arts:** *one semester course.*
Art: History and Theory—any course; Studio Art—161.
Creative Writing: English 201, 202, 203 (Theatre 203), 341, 342, 345 (Theatre 345).
Music: any course in the department.
Theatre: any course in the department except 117.
- (2) **Natural science and mathematics**
- (a) **Mathematics:** any course in the department except 115 and 150.
- (b) **Natural science:** *one semester course that includes a laboratory section.*
Astronomy: 120 or any course (with a laboratory section) for which the student qualifies.
Biology: 100 or any course (with a laboratory section) for which the student qualifies.
Chemistry: 101 and 101L or any course (with a laboratory section) for which the student qualifies.
Physics: 110 or any course (with a laboratory section) for which the student qualifies.
- (3) **Social sciences:** *one semester course.*
Anthropology: 101 or any course for which the student qualifies.
Economics: 104, 105 or any course for which the student qualifies except 110 and 311.
Political Science: any course in the department except 301, 302 or 303.
Psychology: 121 or any course for

which the student qualifies.

Sociology: 101 or any course for which the student qualifies.

Courses taken under The University Center Cross Registration Program may be used to satisfy one Specific or Distributional Standard. (See "Transfer Credit.") The student must have the approval of the Agnes Scott department concerned and the dean or associate dean of the College.

Satisfying the Specific and Distributional Standards by Exemption

A student exempted from a Standard does not always receive credit toward her degree. However, the basis for the exemption may also be the basis for credit. (See "Advanced Placement Credit" under the ADMISSION section of this catalog.) Inquiries about exemption should be made to the dean or associate dean of the College.

Depth Standards

The Depth Standards develop a student's command of a particular subject matter by her completion of a major. Besides departmental majors, Agnes Scott offers interdisciplinary majors and student-designed majors. A major is:

- (a) a **minimum** of 30 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified in the programs' descriptions. A course may be counted toward the minimum hours required for a major in only one major.
- (b) a **maximum** of 48 semester hours within one discipline, exclusive of required courses outside the discipline but inclusive of internships. In interdisciplinary programs, the maximum hours are specified in the programs' descriptions. Any hours beyond the maximum must represent work beyond the 124 semester hours required for the degree.

Credit received in satisfying Specific and

Distributional Standards may apply to Depth Standards. A student should consult the chair of her major department or program on this matter.

A student usually selects a major during the second semester of her sophomore year. Information on majors is provided under the departmental and program listings in this catalog. First-year and sophomore students should review the requirements of majors they are considering in order to determine if any courses must be taken during the first and second years.

When considering a major, students should talk with the chair of the department or program. They should also seek the advice of other department members and of their faculty advisors.

Minors

A student may elect a minor field of study in addition to her major. Minors are only available as specifically described under certain departments and programs in the Catalog. The following policies apply to minors:

- 1) Students may complete no more than two majors or one major and one minor.
- 2) Courses taken to complete a major may not be used to complete a minor and conversely.
- 3) Credit received in satisfying specific and distributional standards may apply to a minor. A student should consult the chair of her minor department on this matter.
- 4) The pass/fail option is not available for courses taken to satisfy the minor.
- 5) Usually no more than one semester course of summer school work may apply to requirements for the minor if approved by the chair of the minor department.
- 6) Cross-registration courses at member institutions of the University Center may satisfy requirements for the minor if approved by the chair of the minor department.
- 7) No credits from internships may be used to satisfy the minimum hours/ courses for the minor, unless a credit internship is specifically permitted within the require-

ments for the minor.

The Residence Requirement

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. All students must earn a minimum of 60 semester hours in Agnes Scott College academic courses toward the 124 hours required for the degree. Under special circumstances, a student who has completed three years at Agnes Scott, or two years including a year at the upperdivision level, may take her senior year at another institution. A request for exception to the residence requirement must be filed with the dean of the College by the beginning of the spring semester of the preceding session. Permission may then be granted by the Committee on Academic Standards on recommendation of the chair of the major department and the dean of the College.

Courses, Grades, Examinations and Honors

Courses

The College operates on a variable credit-hour, early-semester calendar. The unit of credit is the semester hour. Courses carry from 1 to 5 semester-hours credit. Usually 1 credit hour is granted for each contact hour. Laboratories are usually 3 contact hours and carry 1 credit hour. Semester courses in physical education carry 1 semester hour credit.

All courses are semester courses, i.e., courses which begin and end within a semester, with final grades at the end of the semester. Credit is given upon successful completion of each semester course.

Course Numbering

Courses are numbered according to level of difficulty as follows:

- 100s – introduce a discipline
- 200s – intermediate, though they may introduce students to an area or aspect of a discipline

- 300s & 400s – advanced Students should consult their instructors or faculty advisors to determine the appropriate course levels.

Course Loads

The usual course load is 15 semester hours. The minimum course load is 12 semester hours (exclusive of physical education); the maximum is 18 semester hours (exclusive of physical education). Courses taken under cross-registration are included in a student's course load. Exceptions may be made by the Committee on Academic Standards and Admissions. Students seeking exceptions should consult the associate dean of the College.

Unclassified students and students in the Return to College Program are not subject to the minimum course load limitation.

Grades

Grades are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure with the privilege of re-examination; F, failure; I, incomplete; WP, withdrew passing; WF, withdrew failing; MED, medical withdrawal. Grades for courses taken on a pass/fail basis are recorded as P or F (see exception under Pass/Fail option).

Except for courses taken on a pass/fail basis, grades are assigned the following quality points: A = 4 quality points per semester hour, B = 3, C = 2, D = 1, F = 0. Grades of I, P, E, WP, and WF are excluded from the calculation of quality-point ratios. Only grades for courses taken at Agnes Scott are factored into a student's quality-point ratio.

Grade reports are sent to students at the end of each semester.

The Pass/Fail Option

This option was included in the academic program to encourage students to elect courses they otherwise might have not selected. Juniors and seniors may choose a total of 8 semester hours of course work on a pass/fail basis. Forms for this request are

in the Registrar's Office. They must be completed by one week after the day mid-semester grades are due in the Registrar's Office. This deadline will not be extended if the student has not received a grade by this date.

A student may not elect a course on a regular credit basis if she first elected it on a pass/fail basis.

The pass/fail option is not available for courses taken to satisfy Specific and Distributional Standards; courses taken to satisfy Depth Standards, including required courses outside the discipline; certain courses in the teacher education program.

If a student receives a grade of A in a pass/fail course, the grade will be recorded on her transcript and averaged into her quality-point ratio. However, the credits will still be counted toward her total allowed for pass/fail hours.

All grades for internships are recorded on a pass/fail basis. These hours are in addition to the 8 semester hours allowed for pass/fail. Internships are an exception to the policy prohibiting courses taken to satisfy Depth Standards from being pass/fail.

Registering for Courses

All students must register for classes on the dates announced in the College Calendar. There is a \$10 fee for late registration. No student is allowed to register after the tenth calendar day of the semester. If a student is not properly registered for a course, she will not receive credit for the course.

Adding Courses

No new course may be added after the tenth calendar day of the semester.

Withdrawing from Courses

The last day to withdraw from a course without a grade of WP or WF is one week after mid-semester grades are due in the Registrar's Office. In this case, the course will not be on her record. Students who withdraw from classes after that date will receive a WP or WF grade on their

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records. No course may be dropped after the last day of classes.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her record. Medical withdrawals are authorized by the dean or associate dean of the College only when a medical emergency is described and certified in writing by a licensed physician or psychologist.

Students in Independent Study (490) are covered by the withdrawal procedures of the Independent Study program.

Auditing Courses

Students may audit courses with written permission from the dean or associate dean of the College and the approval of the instructor. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses do not appear on a student's record. The student's academic record and course load are factors considered in granting permission to audit. No student will be given permission to audit after the tenth calendar day of the semester. A student may not take for credit a course she has audited earlier.

Repeating Courses

Students may not repeat Agnes Scott courses for which she has received grades of A, B, C, D, or P. Under unusual circumstances and the following conditions, a student may repeat a course for which she has received a D:

- (1) She must obtain the written approval of the chair of the department involved and the approval of the Committee on Academic Standards and Admissions for permission to repeat the course.
- (2) If a student withdraws from a repeated course, the original grade will stand in the Quality Point Ratio and on the transcript, and she cannot exercise this option again.

The final grade for a repeated course will be substituted in the calculation of the

quality-point ratio, even if it is an F, but both grades will appear on the transcript. Repeated courses may not be taken pass/fail.

Class Attendance

The effectiveness of instruction at Agnes Scott is directly related to regular class attendance. While attendance at academic sessions is not mandatory, with the exceptions noted in the following paragraph, the responsibility for work missed is entirely that of the individual student. Attendance at all academic appointments is required of students on Academic Probation and of first-year students during their first semester. These students are permitted one unexcused absence in each class during the semester.

Subcommittee on Absences

Students who are sick, have a death in the family, or have other extenuating circumstances may apply to the Subcommittee on Absences to have assignments such as tests, papers, or presentations accepted later or earlier than was originally assigned. A penalty may be given by the Subcommittee for late work. Students without voluntary class attendance should ask the Subcommittee for excuses from classes they miss. These request forms are in the dean of students' office. Students should consult *The Student Handbook* for additional information.

Tests

Tests are announced at least a week in advance. Attendance at these tests is mandatory. No student is required to take more than two tests on one day provided she notifies the instructor at the time the third test is announced. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the Subcommittee on Absences or, in the case of illness, by the dean of students.

Completion of Semester Courses

All work for a semester course, except final examinations and papers in lieu of final examinations, must be completed by noon of the second reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

In certain cases, the dean or associate dean of the College may authorize a grade of Incomplete (I) in consultation with the instructor. A date will be set for completion of the work. Unless the work is completed by that date, the instructor will turn in a grade based upon the completed work and the course requirements.

Written Work

The grade on any unexcused late written work is automatically reduced by one-third of a letter for each day the paper is late, including Saturday and Sunday. When papers are late because of a prolonged illness, an excuse may be provided by the dean of students.

Final Examinations

Final examinations are given at the end of each semester. Except for a few final exams scheduled in advance (because of the nature of the course or the size of the class), students schedule exams during the College's final examination period. If a student is unable to complete final examinations during the College's final examination period due to illness or other excused cause, she may take those final examinations at a time specified by the dean or associate dean of the College. A notation of "I" (Incomplete) will appear on the student's record until a permanent grade has been recorded. Incompletes may be granted only by the dean or associate dean of the College.

Re-examinations

Re-examinations given in cases of conditional failure (grades of E) must be taken during the first week of the semester after failure. In this case, the final grade can be no higher than D.

Confidentiality of Student Records

The Family Rights and Privacy Act of 1974 (also called the Buckley Amendment) protects the privacy of educational records, establishes students' rights to inspect and review their records, and provides ways to correct inaccurate and misleading data. Agnes Scott College makes every effort to comply fully with this legislation.

Certain information is considered public and the College releases this information at its discretion. Unless a student files written notification to withhold disclosure, the College will release announcements of graduation honors and awards, and will verify dates of attendance and conferral of degrees. Names, addresses, and other directory information will be released for internal use and in the College directory.

The College releases transcripts of academic records and statements of academic status to third parties only with the student's written authorization. Parents who have filed a written request with the registrar certifying that their daughters are dependents (according to section 152 of the Internal Revenue Code of 1952) also receive this information.

A student or her parent has the right to challenge any content of the student's educational record considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the registrar of the College and, finally, to the United States Department of Education.

Academic Honors

Graduation with Honor

A student is eligible to graduate with Honor if she

- (1) Attains a minimum cumulative quality-point ratio of 3.40 for all work completed at Agnes Scott.
- (2) Attains a minimum cumulative quality-point ratio of 3.40 for the semesters that include her last 60 academic hours completed in residence at Agnes Scott. Quality-point ratios are based on all academic work of a semester.
- (3) Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
- (4) Receives the recommendation of her major department. When the student has more than one major, she shall receive the recommendation of either one of her major departments, except that if she has done independent study, she must receive the recommendation of the department in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all departments concerned in the major. In the case of a student-designed major, the Committee on Academic Standards and Admissions will determine the department concerned in the major from which the student must receive recommendations.

Graduation with High Honor

A student is eligible to graduate with High Honor if she

- (1) Attains a minimum cumulative quality-point ratio of 3.70 for all work completed at Agnes Scott.
- (2) Attains a minimum cumulative quality-point ratio of 3.70 for the semesters that include her last 60 academic hours completed in residence at Agnes

Scott. Quality-point ratios are based on all academic work of a semester.

- (3) Has received neither a final grade below a C nor a WF in an academic course during the period defined in (2) as her last 60 hours.
- (4) Completes a minimum of 4 credit hours of independent study.
- (5) Receives the recommendation of her major department. When the student has more than one major, she must receive the recommendation of the department in which she has done independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all departments concerned in the major. In the case of a student-designed major, the Committee on Academic Standards and Admissions will determine the departments concerned in the major from which the student must receive recommendations.

Academic Honors

The Beta of Georgia Chapter of Phi Beta Kappa was established at Agnes Scott in 1926. The chapter holds annual elections according to criteria and procedures prescribed by the United Chapters.

The College recognizes superior academic work in several ways. At the Honors Convocation held each fall, the dean of the College announces the Stukes Scholars, three students who rank first academically in the rising sophomore, junior, and senior classes. The Stukes Scholars are named on the basis of the work of the previous session and overall academic achievement.

Other honors include the Dana Scholarship Program, begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise, leadership potential, and financial need are criteria for this

honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning, both in the Agnes Scott student body and in the local high school. Membership is based on scholarship.

The Agnes Scott chapter of Phi Sigma Tau was organized in 1979. The society links philosophy departments in accredited institutions and students interested in philosophy. Membership is open to qualified students who have taken at least three courses in philosophy.

Psi Chi is the National Honor Society in Psychology and was founded for the purpose of "encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology." A chapter was established at Agnes Scott College in 1990. Membership is open to students with a B average in Psychology and rank in the top 35% of their college class.

The Kappa Kappa Chapter of Pi Delta Phi, the National French Honor Society,

was established at Agnes Scott College in 1990. The purpose of the Honor Society is to recognize outstanding scholarship in the French language and literature. Membership is open to students who have taken at least five courses in French and have been nominated on the basis of their academic achievement.

Honor List and Dean's Honor List

A student is eligible for the Honor List at the end of a semester if she has completed 12 semester hours in academic courses that semester with a semester quality-point ratio of at least 3.3 and no grade below C in an academic course, including courses taken under cross-registration. Cross-registration courses are not calculated in the quality-point ratio.

A student is eligible for the Dean's Honor List at the end of a semester if she has completed 12 semester hours in academic courses that semester with a semester quality-point ratio of at least 3.7 and no grade below C in an academic course, including courses taken under cross-registration. Cross-registration courses are not calculated in the quality-point ratio.

Academic Standards

Classification

A classified student is one who has been admitted as a candidate for the Agnes Scott degree. Students are classified:

First-year students: students who have earned fewer than 24 semester-hours of credit.

Sophomores: students who have earned at least 24 semester hours of credit and a cumulative quality-point ratio of at least 1.50.

Juniors: students who have earned at least 56 semester hours of credit and a cumulative quality-point ratio of at least 1.75.

Seniors: students who have earned at least 88 semester hours of credit and a cumulative quality-point ratio of at least 1.91.

Classified students are advised to complete 25 percent of the semester hours required in academic courses for the degree during each academic year. The recommended semester hours for class standing are: sophomore, 30; junior, 60; senior, 90. (These numbers do not include credit for courses in physical education.)

The minimum semester hours for class standing are: sophomore, 24; junior, 56; senior, 88. A student with less than these minimums is usually placed on academic probation. (These numbers do not include credit for courses in physical education.)

Unclassified students are not candidates for the degree. An unclassified student may not be working toward a degree (special student), may be a transient student earning a degree at another institution, or a secondary school student in a joint-enrollment program.

Unclassified students may earn a maximum of 24 semester-hours credit in academic courses at Agnes Scott College. Requests for exception should be directed to the Committee on Academic Standards

and Admissions.

Academic Probation and Academic Warning

Academic probation is imposed by the Committee on Academic Standards and Admissions at any time as a result of unsatisfactory academic performance. This probation notifies a student that unless her academic performance becomes satisfactory, she may be dismissed.

A student on academic probation is permitted only one unexcused absence in each academic course. Further absences may result in academic dismissal during the semester. Students on academic probation are placed on activity restriction and may not hold any elective or appointive office and may not participate with any performing group or in any organized college activities. Additional restrictions may also be imposed for students on academic probation.

(National Association for Intercollegiate Athletics regulations state that students on academic probation may not participate in intercollegiate sports.)

A full-time, classified student usually is placed on academic probation at the end of a semester if she has grades of E or F in two academic courses; or has achieved fewer than 9 semester-hours credit in academic courses; or has a semester quality-point ratio less than the minimum for her classification: first-year student, 1.50; sophomore, 1.75; junior, 1.91; senior, 2.00.

A full-time, classified student usually is placed on academic probation at the end of a session if she has a cumulative quality-point ratio less than the minimum for her classification or if she has not achieved the minimum semester hours for her classification in the next session: sophomore, 24; junior, 56; senior, 88. (These numbers do not include credit for courses in physical education.)

A part-time, classified student usually is placed on academic probation at the end of a semester if she has grades of E or F in two academic courses; passes fewer than two-thirds of the academic work for which she registered; has a semester quality-point ratio less than the minimum for her classification: first-year student, 1.50; sophomore, 1.75; junior, 1.91; senior, 2.00.

An unclassified student usually is placed on academic probation at the end of a semester if she has received grades of E or F in two academic courses. Unclassified students whose academic performance is considered unsatisfactory in other ways may also be placed on academic probation.

The Committee on Academic Standards and Admissions may waive the guidelines for academic probation if a student has been forced to reduce her academic load because of extenuating circumstances.

A student who usually would be placed on academic probation may instead be placed on academic warning by the Committee on Academic Standards and Admissions. This is done when the committee decides that mitigating circumstances do not justify academic probation. Academic warning may carry some restrictions. A student on academic warning may be placed on academic probation at any time during a semester. If her academic performance is unsatisfactory, she will be placed on academic probation for the next semester.

Good Standing

A student is in good standing if she is not on academic or disciplinary probation.

Academic Dismissal

Academic dismissal requires the student to separate from the College for academic reasons. The Judicial Review Committee of the College imposes academic dismissal for a specific period on recommendation of the Committee on Academic Standards and Admissions.

Students given academic dismissal usu-

ally are eligible to apply for readmission after one year.

Full-time, classified students are subject to academic dismissal for failure to earn 18 semester hours of credit in academic courses in any academic session, or for failure to achieve appropriate class standing for two consecutive years, or for extremely poor academic performance during the first semester on Academic Probation, or after being on Academic Probation for two consecutive semesters.

Students may be given academic dismissal at any time if the Committee on Academic Standards and Admissions judges their academic performance to be unsatisfactory.

Part-time, classified students are subject to academic dismissal after two consecutive semesters of academic probation.

Unclassified students may continue their work at the College as determined by the dean or associate dean of the College, subject to confirmation by the Committee on Academic Standards and Admissions.

The Committee on Academic Standards and Admissions may waive the guidelines for academic dismissal if a student has been forced to reduce her load because of extenuating circumstances.

Disciplinary Probation, Suspension and Dismissal

For violation(s) of social regulations or policies, Honor Court may recommend to the Judicial Review Committee that a student be placed on disciplinary probation or be suspended or dismissed. Suspension is made with a stipulated time of return when the student is automatically reinstated in good standing if she so desires. A student who is dismissed must apply for readmission. The Judicial Review Committee may specify a length of time that a student must wait before she may apply for readmission.

Administrative Dismissal

A student whose conduct indicates that she is not in sympathy with the ideals and standards of the College or who is not ma-

ture enough for its programs may be asked to withdraw. In such cases the judgment of the president, dean of the College and dean of students is sufficient, and it is not necessary that specific reasons be given.

The College maintains the right to enter a student's room for the purpose of maintenance, fire, safety, and upholding College regulations and policies.

Judicial Review Committee of the College

The Judicial Review Committee of the College is given the responsibility of:

- (1) Reviewing and acting on recommendations of Representative Council, which affect the powers and philosophy of student government, or which pertain to major regulations concerning student welfare;
- (2) Acting upon the recommendation of the Committee on Academic Standards and Admissions that a student who has not met the academic standards of the College be dismissed;
- (3) Acting upon the recommendation of Honor Court that a student be placed on disciplinary probation or be suspended or dismissed;
- (4) Requiring the withdrawal of any student whose presence is thought to be injurious to the interests of the College community; or imposing the penalty of administrative probation in situations involving a student's failure to meet the standards or expectations of the College community;
- (5) Assuming original jurisdiction in a student-initiated disciplinary action in which the committee feels that justice has not been served.

Members of the Judicial Review Committee

The President of the College (Chair)
The Dean of the College
The Dean of Students
The Registrar
Four members of the faculty
President of the SGA
President of the Honor Court

President of the Interdormitory Council

Transfer Credit

Transfer credit is given for grades of C or better in courses taken at accredited colleges and universities if approved by the dean or associate dean of the College. No credit is given for courses with pass/fail or satisfactory/unsatisfactory grades.

Once a student has been admitted to Agnes Scott College, she may satisfy only one Specific or Distributional Standard at another institution. This applies to students on leave of absence, students who have withdrawn and been readmitted, cross-registration students, and students attending summer school.

A student may also transfer, after admission, a maximum of 20 semester hours of credit to Agnes Scott from another institution, including work taken in summer school, while on leave of absence, or after the student has withdrawn and before readmission to the College. Only 10 of these 20 hours may be taken while on leave or leaves of absence. These hourly restrictions do not apply to students on approved Junior Year Abroad, Washington Semester, cross-registration, or exchange programs. Grades for credit earned at another institution are not factored into a student's quality-point ratio.

A student must earn a minimum of 60 hours in Agnes Scott College academic courses toward the 124 hours required for the Agnes Scott degree. Academic courses do not include courses in physical education. Grades for transfer credit are not factored into a student's quality-point ratio.

Exceptions to the above policies may be made by the Committee on Academic Standards and Admissions.

Evaluation of Transfer Credit

Evaluation of transfer credit may require a course description from catalogs from all colleges previously attended to be submitted to the associate dean of the College. Please contact the registrar of your previous college or colleges for assistance in

obtaining catalog course descriptions.

Summer School

Credit for approved summer courses at accredited colleges and universities may be applicable to the requirements for the Agnes Scott degree. No credit is given for a summer school course if the grade is less than C. Credit for summer school courses is not factored into a student's quality-point ratio.

Students planning to take summer school courses should consult the dean or associate dean of the College before enrolling in summer school. All courses require approval by the dean or associate dean of the College, in consultation with the appropriate academic department. Only one Specific or Distributional Standard may be satisfied by work in summer school. Courses to satisfy Depth Standards must also be approved by the chair of the student's major department. Usually no more than two semester courses of summer school work may apply to the requirements for a major. Usually no more than one semester course of summer school work may apply to requirements for the minor if approved by the chair of the minor department.

A maximum of 12 semester hours will be approved per summer, and no more than 20 semester hours of summer school work will be credited toward the 124 semester hours required for the Agnes Scott degree. (See "Transfer Credit.") The Committee on Academic Standards and Admissions may make exceptions. Hours in Agnes Scott Summer Programs are not included in these limits.

Leave of Absence

The purpose of a leave of absence is to allow a student a break in her studies without having to withdraw from the College and apply for readmission.

A request for a leave of absence should be submitted to the associate dean of the College for approval by the end of the course selection period prior to the semester or semesters requested. Except under

the most unusual circumstances, no requests for a leave of absence during that semester will be considered after classes have begun. A leave of absence may be for one or two semesters, with a maximum of two semesters during her college career. A student may request the associate dean of the College to extend her leave of absence from one semester to two semesters.

A student granted a leave of absence need not apply for readmission. Within a reasonable time, she should notify the associate dean of the College of her intent to return as a student. A student who does not return within the time specified for her leave will be considered to have withdrawn. She must apply for readmission before she can return.

A leave of absence may not be used to attend classes full-time at another institution. If, for good reason, a student on leave wishes to take some course-work at another college or university, she should first consult with the associate dean of the College who will serve as her academic advisor for the duration of the leave. Except under very special circumstances, strict limitations apply as to the amount of academic credit that may be earned during a leave of absence: six hours during a one-semester leave and ten hours during a one-year leave. If academic credit is attempted, a student must submit an official transcript to the College prior to her return. If a student is not in good standing at another institution, it will be necessary for her to apply for readmission before she can return to Agnes Scott College.

Exceptions to the above policies may be made by the Committee on Academic Standards and Admissions.

A student whose leave of absence is approved must pay a non-refundable \$250 continuation fee for the leave period. (Return to College students pay a \$100 continuation fee.) When she returns to Agnes Scott College, the fee will be applied toward her expenses.

Withdrawing from the College

A student who wishes to withdraw from

the College must obtain a withdrawal card from the dean or associate dean of the College, or the dean of students. Withdrawal is not official until a withdrawal card has been signed by one of the deans. Withdrawal cards will not be signed while academic or disciplinary actions involving the student are in process. A student may not withdraw after the last day of classes. Grades for students whose withdrawal cards are signed will be determined on the basis described in sections "Grades" and "Completion of Semester Courses" in this catalog.

For the financial aspects of withdrawal from the College, see TUITION AND FEES in this catalog.

Readmission

Students who have withdrawn or been dismissed from Agnes Scott and wish to return must submit an application form with the \$25 nonrefundable application fee. The application is available from the Admissions Office. Students must also send transcripts of college work taken since leaving Agnes Scott, and the recommendation of a professor under whom she did this recent work.

Students who have not pursued additional study may complete a short application form, also available from the Admissions Office, which is reviewed by the dean of the College and the dean of students. In such cases, the College reserves the right to require an official application for admission.

Special Curricular Opportunities

Acceleration

A student may complete the requirements for the degree in fewer than eight semesters. She may accelerate her progress by:

- entering with credit from Advanced Placement examinations of the College Entrance Examination Board, Higher Level examinations of the International Baccalaureate, or joint-enrollment programs;
- carrying a heavier course load; or by
- attending summer sessions at other institutions or an Agnes Scott summer program.

A student planning to accelerate should consult the chair of her major department. Permission to accelerate must be obtained from the dean or associate dean of the College.

Cross-Registration

Cross-registration at member institutions of The University Center in Georgia allows students to take courses not available at Agnes Scott. Students from member institutions may also take courses at Agnes Scott.

Grades for courses taken through cross-registration are not factored into a student's quality-point ratio, but grades of A, B, C, or D are accepted for credit hours. Only one Specific or Distributional Standard may be fulfilled by courses taken under cross-registration. (See "Transfer Credit.") Courses taken to satisfy Depth Standards must be approved by the chair of the major department.

Cross-registration courses may satisfy requirements for a minor if approved by the chair of the minor department. All courses must be approved by the associate dean of the College.

Students enrolled in cross-registration courses are subject to the regulations of the institution where the course is taken,

including deadlines for application, registration, and withdrawing from a course. Students should apply for approval to the associate dean of the College prior to the end of course selection for the semester prior to which they plan to enroll in cross-registration.

The University Center in Georgia

The member institutions are:

Agnes Scott College
Atlanta College of Art
Atlanta University Center
Clark Atlanta University
Institute of Paper Science and Technology
Interdenominational Theological Center
Morehouse College
Morehouse School of Medicine
Morris Brown College
Spelman College
Columbia Theological Seminary
Emory University
Georgia Institute of Technology
Georgia State University
Kennesaw State College
Mercer University Atlanta
Oglethorpe University
Southern College of Technology
University of Georgia

The Renaissance Scholars Program of The University Center in Georgia

The Renaissance Scholars Program is for superior undergraduate students who have a traditional major and wish to incorporate a substantial amount of work in another discipline distinct from their major. She will spend at least one semester in residence at another University Center Campus under the guidance of a Host Campus Tutor. Students are admitted in the sophomore year to the program by the recommendation of the College and approval by the Renaissance Scholars

SPECIAL CURRICULAR OPPORTUNITIES

Program Steering Committee and the Advisory Board.

Students interested in this program should contact the associate dean of the College during her first year.

Agnes Scott Summer Programs

Agnes Scott offers periodic summer study programs, both abroad and in the United States. Descriptions of these programs are included among departmental offerings.

Teaching

Agnes Scott has state-approved programs for Early Childhood (K-4) and Middle Grades (4-8) and in several secondary fields. A student may also be certified in elementary/general music and/or choral music. A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, generally accepted throughout the United States.

A student in the professional teacher education program observes and works in a variety of school settings. Students at all levels tutor in local schools.

Students interested in teaching should consult the Director of Teacher Education Program during their first year and no later than the spring semester of the sophomore year.

Dual-Degree Programs with Georgia Institute of Technology

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at Georgia Institute of Technology. On completion of this five-year liberal arts/professional program, the student will receive the bachelor of arts degree from Agnes Scott and a bachelor's degree from Georgia Institute of Technology. With advanced planning, a few outstanding students will be able to complete a master's degree at Georgia Institute of Technology with a minimum of additional time.

Students interested in the 3-2 programs should consult the Agnes Scott dual-degree coordinator, Professor T. Leon Venable, as early as possible, preferably in

the first year. The student must select a major and plan a program which will satisfy all Specific and Distributional Standards for the Agnes Scott degree by the end of the junior year; and, if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at Georgia Institute of Technology is based on completion of the above requirements and on the recommendation of the dual-degree coordinator at Agnes Scott. The degree at Georgia Institute of Technology may be in a variety of engineering fields, information and computer science, industrial management, management science, or biotechnology.

Dual-Degree Program in Art and Architecture with Washington University

A student may combine three years of liberal arts studies at Agnes Scott with four years of specialized work in architecture at Washington University (St. Louis). On completion of the three years at Agnes Scott and the first year of architecture, the student receives the bachelor of arts degree from Agnes Scott. She then continues in the graduate program in architecture at Washington University for three years to receive a master's degree in architecture.

The "3 + 4" program is designed for students who wish to obtain their undergraduate education at Agnes Scott and to have an early start on their graduate professional education in architecture. By taking advantage of this cooperative program, the student can complete both degrees in seven years.

Students interested in the "3 + 4" program should consult the chair of the Department of Art as early as possible, preferably in the first year.

Admission to the program at Washington University is based on completion of certain requirements and on the recommendation of the dual-degree coordinator for the program.

Exchange Program with Mills College

Agnes Scott College and Mills College, in the San Francisco Bay area (Oakland, California), have an exchange agreement enabling students enrolled at each college to spend a semester or year at the other college.

Participants remain enrolled in their home college and pay all fees to their home college. A student who participates in the exchange may not transfer to the other college. Permission to participate in this program is given by the Committee on Academic Standards and Admissions. Classes taken with pass/fail or satisfactory/unsatisfactory grades will not transfer.

Students interested in attending Mills College for a semester or a year should consult the associate dean of the College.

Independent Study (490)

Independent study gives superior students the opportunity to explore some field of intellectual or artistic interest and to produce a related piece of work. Every student with junior standing and a cumulative quality-point ratio of B (3.0) or better is eligible to apply to the program. Her application must be approved by the appropriate department. The program may begin as early as the spring semester of the student's junior year.

Interested students should consult the associate dean of the College for written guidelines and then apply in writing to the appropriate department chair. Students wishing to begin independent study during the fall semester of their senior year must apply two weeks before Course Selection Week in the spring semester of their junior year.

Those wishing to begin their study in the spring semester of their junior year, or who wish to undertake a one-semester study in the spring semester of their senior year, must apply no later than two weeks before the fall semester deadline for course changes.

Internships (450)

The College recognizes that learning

through internships can be a valuable adjunct to classroom learning. The College endeavors to make possible worthwhile experiences for students whose academic programs would benefit from such opportunities.

Internships worthy of academic credit are those that bear a close relationship to the student's principal academic interests. Internships for which academic credit is inappropriate are those that have little relationship to the College curriculum. These may provide secondary benefits, such as personal development, professional experience, service to the community, or acquisition of purely practical information. The College facilitates participation in these internships through the Office of Career Planning and Placement.

A student interested in an internship for credit should obtain written guidelines and an application from the associate dean of the College. She should then consult with the chair of her major department. The completed application should be submitted for review to the associate dean of the College. The deadline for applications is two weeks before the last class day of the semester prior to the internship.

Tuition for credit internships during the academic session is included in the regular fees. When the College is not in session, the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member is \$300 per semester hour.

Study Abroad

In a world that is increasingly interdependent, "global awareness" is no longer a luxury—it should be a fundamental component of any liberal arts education. Through Agnes Scott's Global Awareness Program, students develop a better understanding of their own cultural values as well as an appreciation for the physical and cultural diversity of our world.

The Global Awareness Program has as its foremost goal enabling every Agnes Scott student to live and study in another

culture as part of her college education, regardless of her academic interests or financial circumstances. Agnes Scott provides opportunities for short-term study abroad experiences through its Global Awareness Program (see Global Awareness, page 77).

Students may also participate in more extensive study abroad experiences. These include: summer courses offered periodically by Agnes Scott faculty, participation in the French or German exchange program, or by enrolling in a program offered by another institution for a summer, a semester or a full year.

On a periodic basis, Agnes Scott faculty offer summer study abroad programs. These generally last for six weeks and carry six semester hours credit. The fees for these programs (including travel and tuition) generally range from \$3,000 to \$4,000.

The director of the Global Awareness Program, Dr. George T. Brown, Jr., advises Agnes Scott students on study abroad opportunities. Students who are considering any of the study abroad opportunities listed below should consult him for details on how to apply for the various programs.

French and German Exchange Programs

Agnes Scott has special exchange agreements with the Université Catholique de L'Ouest in Algiers, France, and with the Johannes Gutenberg Universitat Mainz in Gernersheim, Germany. Students can spend a semester or a year at either university while remaining enrolled as an Agnes Scott student. Participants pay tuition and fees to Agnes Scott, but are responsible for their travel, room and board. Grades earned through the exchange are recorded on the permanent record but are not computed into the Agnes Scott grade point average. Information on language prerequisites for these programs can be obtained from the French and German departments.

A student interested in one of these exchange programs should obtain a copy of "Guidelines for Study Abroad" from

and consult with the Director of the Global Awareness Program at least nine months prior to her participation.

Participation Through Other Institutions

Students may choose to participate in a program sponsored by another American college or university or by enrolling directly in a foreign institution. Grades earned in courses are recorded on the permanent record but are not computed into the Agnes Scott grade point average. All fees are paid to the host institution. A student interested in participating in a program through another institution should obtain a copy of "Guidelines for Study Abroad" from and consult with the Director of the Global Awareness Program at least nine months prior to her participation.

ROTC

Agnes Scott students may participate in the Air Force or Navy Reserve Officers Training Corps at Georgia Institute of Technology. A student who completes one of these programs qualifies as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps. Courses in ROTC programs are taken under the cross-registration program of The University Center in Georgia.

Special Study (410)

Special study courses (numbered 410) are offered by all academic departments and are open to senior majors (and qualified juniors) to pursue work in areas outside a department's listed courses. Non-majors who demonstrate sufficient preparation in the discipline may also take 410 courses.

Applications to take special study are available in the Registrar's Office and must be returned there no later than two weeks before the last class day of the semester before the desired 410 course. A 410 course carries from 2 to 4 semester-hours credit. Ordinarily, a student will take no more than two semester courses of special

study.

The application should include the name of the instructor who will offer the 410, the course title, and a description of the topic to be studied, a statement of the student's preparation for such study, and the basis for the grade. The instructor must endorse the application and so must the chair of the department offering the 410.

If a student requests a 410 in her junior year, the application should also state the appropriateness of the 410 to the student's major program.

If a student wishes to take a 410 outside her major department, her application must describe her preparation in the department offering the 410, as well as the information described above.

Student-Designed Majors

A student may design her own major to combine disciplines differently from the listed interdisciplinary majors. She should consult first the associate dean of the College, who will assign her an advisor and oversee the development of her proposal.

Proposals for student-designed majors usually are submitted to the Curriculum Committee during the spring semester of a student's sophomore year.

Washington Semester

Agnes Scott is a member of the Washington Semester Program.

Students spend either the fall or spring semester at American University in Washington, D.C. There are five offerings in the program: American government, foreign policy, economic policy, justice, and journalism. Each of these programs consists of a seminar, an internship, and a research project. Students may attend during either their junior or senior year.

Deadlines for fall and spring semester attendance are early April and early November. Requests must be approved by the Committee on Academic Standards and Admissions.

A student who participates in the Washington Semester program at Ameri-

can University pays American University tuition to Agnes Scott College during her semester in the program. (Conversely, when in residence at Agnes Scott College, a student pays the Agnes Scott College tuition and fees.) She is responsible for her own room and board while in Washington. Limited scholarship money is available from American University; students are urged to apply early for consideration. Interested students should obtain information and applications from the faculty representative, Professor Augustus B. Cochran, or the associate dean of the College.

Public Leadership Education Network (PLEN)

Agnes Scott College is a member of PLEN, a consortium of women's colleges designed to prepare women for public leadership roles. Students have opportunities to study the process of public policy with women leaders in Washington, D.C. and abroad. Programs range from two-day mentor sessions to seminars of several days' length to the PLEN Public Policy Semester.

Students interested in participating in a PLEN program should contact Gué Hudson, Dean of Students.

Preparation for Graduate Study

Graduate Degrees in Arts and Sciences

A student interested in graduate study in arts or sciences should consult first with the chair of her major department. Information on the Graduate Record Examination (GRE) may be obtained in the Resource Center in Buttrick Hall.

Medicine

The College encourages students interested in a career in medicine, dentistry, or veterinary medicine to pursue the major of their choice. Medical schools are very much interested in liberal arts graduates who know more about life than just the chemistry and biology that go into it. Agnes Scott students have gone to medical school having majored in classics, art, and other subjects.

The Natural Sciences and Health Professions Coordinating Group, advisory to the dean of the College and chaired by Professor Edward L. Hover, counsels students on academic programs, preparation for professional school, and ways to enhance acceptability into medical programs. It also offers advice about alternative careers in the health sciences. The group writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with faculty and deans of medical colleges as well as medical students who are Agnes Scott alumnae.

The most critical step toward admission, other than grades (quality-point ratio and grades in required science courses), is the Medical College Admission Test (MCAT) or its equivalent (DCAT for dentistry, VCAT for veterinary medicine). This test should be taken during the spring of the junior year (except for the VCAT) and may be repeated during the fall of senior year to improve performance.

Most medical, dental, and veterinary colleges require a full-year course with

laboratory in biology, physics, inorganic (general) chemistry, and organic chemistry. Some schools require slightly less, some more (e.g., calculus). These courses should be in progress or completed by the spring of the junior year. It is nearly impossible to do well on the MCAT if a student has not taken these courses. Other courses may assist a student's performance on the test but are not required for admission. Information about these will be provided during the first year.

A student can make many different course choices. If she is not majoring in chemistry or physics, she will most likely defer physics until the junior year. (The physics course at Agnes Scott has calculus as a prerequisite.) A student who majors in chemistry or biology should take introductory courses in that department during the first year.

One possible program is:

First year: Biology 100, 105

Sophomore year: Chemistry 101, 101L, 102, 102L

Junior year: Chemistry 201, 202, 202L; Physics 110, 111

Another possible program is:

First year: Chemistry 101, 101L, 102, 102L

Sophomore year: Chemistry 201, 202, 202L; Biology 100, 105

Junior year: Physics 110, 111

Those possibilities apply to any major. Some students may take biology and chemistry during the first year if they have good backgrounds in both.

Students are responsible for knowing the admission requirements of the professional schools to which they apply. This information is in Medical School Admission Requirements, on reserve in the Resource Center in Buttrick Hall. A student who plans to attend a state-supported medical college should apply to one in her home state; out-of-state applicants

usually are not accepted. Privately supported institutions typically accept many out-of-state students. States with no dental or veterinary colleges have agreements with other states that have such facilities.

Students interested in medical careers should register with the associate dean of the College when they enter the College.

Law

American law schools require no specific courses or major, but students interested in the legal profession must develop strong analytical and communication skills. Students should take maximum advantage of the richness and variety of a liberal arts

curriculum. Those interested in law school should take the Law School Admissions Test (LSAT) in June of their junior year.

The Legal Professions Coordinating Group, advisory to the dean of the College and chaired by Professor Katharine D. Kennedy, helps students considering law as a career, prepare for the Law School Admissions Test, and select appropriate law schools. Students planning to go to law school should register with the Legal Professions Coordinating Group. In addition, programs offered by the Career Planning and Placement Office introduce students to the many facets of legal careers.

Tuition and Fees, 1991-1992

Student fees at Agnes Scott meet less than half of the annual operating costs. The difference between student payments and College operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1991-92 academic year are:

Tuition	\$10,945.00
Room and board fee	4,515.00
Student activity fee	105.00
College events fee	20.00
TOTAL	\$15,585.00

Payment due dates for Tuition and Fees are indicated below.

Students will be billed by monthly statement. A student's account will be credited \$50 for each semester that the account is paid in full by the due date. The credit will be applied during the academic term and applied towards the next semester's charges.

Resident Students

August 1	\$100
	Room Deposit
May 1	\$250
August 1	7,730
January 6	7,605
	\$15,585

Non-Resident Students

May 1	\$250
August 1	5,473
January 6	5,347
	\$11,070

A student's financial aid package will be considered when determining the amounts due each semester.

All resident students pay a refundable \$100 room occupancy deposit each year. This deposit is due when tuition, fees, and room and board charges are paid. The deposit is refundable at the end of the academic year provided no room damage has occurred and no other monies are due to the College.

All new students pay a nonrefundable \$25 application fee and a \$250 enrollment fee by May 1. This enrollment fee is nonrefundable after May 1. New students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the Director of Financial Aid.

Returning full-time students pay a nonrefundable \$250 deposit by April 15. This deposit entitles the student to re-register and to select a residence hall room for the next year. A nonrefundable \$250 continuation fee is required of students who are on an approved leave of absence.

New Return to College students pay a nonrefundable \$25 application fee and a \$100 enrollment fee by May 1. This fee is nonrefundable after May 1. New Return to College students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the Director of Financial Aid.

Returning Return to College students pay a nonrefundable \$100 deposit by April 15. This deposit entitles the student to re-register for the next academic year. A

nonrefundable \$250 continuation fee is required of students who are on an approved leave of absence.

Unclassified and Return to College students who take less than a full academic load (12 semester hours) pay tuition at the rate of \$500 for the first semester hour, \$450 an hour for each additional hour. Any additional monies due to the College as a result of course changes during the ten day drop/add period, are due at the time of the change. The \$105 student activity fee and the \$20 College events fee are not included in these charges. The student activity fee is due at the beginning of the first semester of an academic session in which the student is enrolled for at least 6 semester hours. The college events fee is due at the beginning of the first semester of an academic session in which a student is enrolled, regardless of the number of credit hours taken.

Special Fees

Graduation fee

A nonrefundable graduation fee of \$150 to cover rental of cap, gown, and hood, and the purchase of the diploma is required of all students who expect to graduate. This payment is due by August 1, prior to graduation.

Music fees

The fee for noncredit private lessons in applied music (including practice) is \$375. This fee covers two 30-minute lessons per week for the academic year. The charge for one 30-minute lesson weekly is half the regular fee. In 1991-92, group instruction in harpsichord and voice will be offered for a fee of \$30 per semester.

Terms

A student may not register or attend classes until accounts have been satisfactorily paid in the Accounting Office. All financial obligations to the College must be met before a student can receive a di-

ploma, a transcript of record, or official grades.

Withdrawal

Students who withdraw from the College prior to the first class day will receive a full refund of any tuition, room and board, student activity, and College events fees for that semester. No refund of the \$25 application fee or the \$250 enrollment deposit will be made to students after May 1.

Students who withdraw during the first 21 calendar days of the semester beginning with the first day of classes, receive a refund of 25 percent of the tuition and room and board charges for that semester reduced by 1) any Agnes Scott aid, 2) federal aid from Title IV programs, exclusive of the College Work Study Program and 3) any other fees or charges due the College. The date of withdrawal is the date the Registrar receives the official withdrawal card.

Student activity fees, College events fees and graduation fees will not be refunded.

Students who withdraw after the twenty-first day of the semester, students who are suspended or dismissed for academic or disciplinary reasons, and students who do not officially withdraw receive no refund.

Monthly Statements of Account

Each student will receive a monthly statement of account from the College if a balance is due. Statements include but are not limited to, tuition, room and board charges, health center charges, parking fines and library fines. Statements are due and payable upon receipt, unless otherwise stated for tuition, room and board fees.

Delinquent accounts

It is the College's stated policy to turn over accounts 90 days past due to an outside collection agency and to use the full extent of the law to collect delinquent accounts.

Health Insurance

There is no charge to resident students for routine treatment in the Student Health Center. International students must carry a Student Accident and Sickness Insurance Plan to help meet additional medical expenses for the academic year. They must have this coverage before they may enroll.

Telephone System

The College provides a telephone jack with dial tone in each dormitory room. Students are required to bring a touch-tone telephone. The Agnes Scott Telecommunications department assigns a long distance access code to each student. Telephone charges are separate from the student account and are billed and due monthly. Payment can be made by check to Agnes Scott College at the Accounting Office located in Buttrick Hall. An outstanding balance on the telephone account is considered an outstanding financial obligation to Agnes Scott College, and could result in the loss of the long distance access code.

Courses of Study

Guide to Symbols

f = fall semester, s = spring semester, S = summer, L = laboratory course. Parentheses following the course number indicate that the course is cross-listed as an offering of another department, e.g. (Classics 242).

Art

Associate Professor:

Terry McGehee, Chair

Assistant professors:

Donna Sadler

Stephen Forbes-de Soule (*part-time*)

The Department of Art consists of a faculty of experienced teachers and practicing artists who strive to enliven and enrich liberal education through the study of the visual arts.

The department offers an art major that is a balanced program of study in theory, practice, and history. In addition to the art major, interdisciplinary majors are offered in Art History-English Literature and Art History-History. A dual degree program in Art and Architecture is offered with Washington University in St. Louis. Through its commitment to a challenging academic and studio program, the department offers a meaningful experience in the visual arts in preparation for a productive professional or academic career.

The Dana Fine Arts building, designed by internationally acclaimed architect John Portman, incorporates studio spaces, lecture halls, and The Dalton Gallery, a multiroom exhibition area.

Dalton Gallery, located in the heart of the Dana Fine Arts building, provides an exciting opportunity for students and the community at large to view and critique current and historical trends in art. The gallery program incorporates at least one student exhibition per year. The comprehensive arts program takes advantage of the rich cultural offerings in Atlanta by incorporating visits to galleries, museums, and artists' studios.

Requirements for the Major

Include the following courses in Art History and Theory: 102, 103, 480

Four additional courses in Art History and Theory

Include the following courses in Studio Art: 161, 162

One of the following: 240, 241, 242

One of the following: 171, 272, 273

Minimum of 6 semester hours in other 200-, 300-, or 400-level Studio Art courses

Course recommended for the major: 232

Art History and Theory

The Distributional Standard in fine arts will be satisfied by any course in art history and theory.

102f. HISTORY OF ART I (3)

Art and architecture from the Prehistoric period through the medieval period. Works of architecture, sculpture, and painting from the Prehistoric, Near Eastern, Egyptian, Greek, Roman, and Medieval cultures are studied for their technical, formal, and expressive characteristics.

103s. HISTORY OF ART II (3)

Art and architecture from the Renaissance to the present. Works of architecture, sculpture, and painting from the Renaissance, Baroque, Rococo, 19th, and 20th centuries are studied for their technical, formal, and expressive characteristics.

201f. (CLASSICS 242) GREEK AND

DEPARTMENT OF ART

ROMAN ART (3)

Art and architecture from the Bronze Age through the fall of Rome. The evolution of styles is analyzed through works of architecture, sculpture, painting, pottery, and metalwork.

Offered 1991-92 and 1992-93

202s. ART OF THE MIDDLE AGES (3)

Medieval art and architecture from its Early Christian beginnings c. 250 to the end of the Gothic period c. 1400. Emphasis is on the evolution of Christian imagery and the use of the church as a vehicle for meaning.

203f. RENAISSANCE ART (3)

Painting, sculpture, and architecture from the late thirteenth through the sixteenth centuries. Emphasis on the development of regional schools, the rise of the artist and the flowering of the "arts in their highest province." Particular attention to the cities of Florence, Rome, and Venice and the dialogue of the arts within their walls.

205f. NORTHERN RENAISSANCE ART (3)

Art and architecture from 1350-1575 in the Netherlands, Germany, and France. Emphasis on the genesis of art in the International style, the impact of the Graphic Arts throughout Europe, culminating in the French Court Style at Fontainebleau. Offered 1993-94 and every third year

206s. BAROQUE AND ROCOCO ART (3)

Art and architecture of the 17th and 18th centuries in Italy, Spain, France, England, and the Netherlands. Emphasis on the artistic careers of Caravaggio, Bernini, Rembrandt, Rubens, Vermeer, and Poussin.

Offered 1991-92 and 1992-93

207f. NINETEENTH-CENTURY ART (3)

European painting created between the mid-1760s to the mid-1880s. Primary emphasis on the trends of Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

208s. TWENTIETH-CENTURY ART (3)

Art and architecture created between 1886 and the present. The primary emphasis on the art produced in France and America, although consideration will be given to the unique disposition of "Modern" art, which deliberately rejected traditional conventions in the pursuit of the avant-garde.

Offered 1991-92

232f. (PHILOSOPHY 232) (THEATRE 242) AESTHETICS (3)

See Philosophy 232 for description.

300-level courses in Art History and Theory may be repeated for credit if the subject matter varies.

301s. (CLASSICS 340) ADVANCED STUDIES IN ANCIENT OR MEDIEVAL ART (3)

Investigation of the particular character of ancient, early Medieval, or Romanesque and Gothic art is the focus for this course. Topics range from the evolution of the Greek temple to the rise of portraiture in Roman art to the relationship between art and the pilgrimage roads.

Offered 1993-94

304s. ADVANCED STUDIES IN ITALIAN RENAISSANCE, NORTHERN RENAISSANCE, BAROQUE ART (3)

A particular aspect of the art of the fourteenth through the seventeenth century will be examined in depth. The concept of the Renaissance artist is explored in light of the patronage of both the church and court.

Not offered 1991-92 or 1992-93

307. ADVANCED STUDIES IN MODERN ART (3)

A particular aspect of the art of the last two centuries. The focus ranges from the traditions of the Academy and the nineteenth century Salon, to the non-objectivity and abstraction of modern art to the advent of the Guerrilla Girls.

Offered 1992-93 and every third year

320f,s. THE KIRK STUDIES IN ART HISTORY (3)

A specialized area of art history with a visiting scholar.

410f,s. SPECIAL STUDY IN ART

HISTORY AND CRITICISM (2-4)

Special problems adjusted to the needs and interests of the individual student. An introduction to scholarly research.
Open to art majors only

included.

35mm camera required

Not offered 1991-92

240. DRAWING AND COMPOSITION (3)

The principles of pictorial organization with a focus on the study of the figure.

Experiments in various media.

Prerequisite: 162

241f.s. BEGINNING PAINTING (3)

An introductory course in painting. Basic painting techniques and experiments in various media with discussion of conceptual approaches to painting.

Prerequisite: 162

242. PRINTMAKING (3)

An introductory course in printmaking.

Printing processes include the collagraph, woodcut, monotype, etching, and stencil.

Prerequisite: 162

272. INTERMEDIATE POTTERY (3)

An intermediate course with concentration on the design and craftsmanship of wheel-thrown pottery forms. Special attention given to the individual expression of the artist and an understanding of the technical aspects of clay and glaze materials.

Prerequisite: 171 or permission of the department chair

273. THREE-DIMENSIONAL DESIGN (3)

A series of related experiments in plastic design including relief, collage, construction, sculpture in the round, and the mobile in such media as clay, wire, wood, tissue, plastic materials. Discussion of relevant works.

Prerequisite: 161 or 171

281. PHOTOGRAPHY II (3)

Further development of skills and photographic processes based upon individual interests. Advanced darkroom skills, such as printing and toning, are included as well as presentations, critiques, and discussion of aesthetics.

35mm camera required

Prerequisite: 181

Not offered 1991-92

340f. ADVANCED PAINTING (3)**480s. ISSUES IN ART SENIOR SEMINAR (3)**

Political, social, and aesthetic perspectives related to current developments in the visual arts. Visits to galleries, museums, and artists' studios provide a context for discussion.

Open to art majors only

490f.s. INDEPENDENT STUDY (4-8)

Independent research in art history and criticism or in applied art.

Open to senior art majors only

Studio Art

The Distributional Standard in fine arts will be satisfied in studio art only by 161.

All studio courses meet 6 hours per week for 3 semester-hours credit unless otherwise indicated. Students are expected to provide most of their supplies.

161f. ART STRUCTURE I (3)

An introductory drawing course to develop visual skills as well as individual expression. Experiments in a variety of drawing media with subject matter that includes still-life, landscape, and the figure. Class critiques supplement individual criticism.

162s. ART STRUCTURE II (3)

The study of the design elements of form, line, color, and texture in relation to problems in composition, color theory, and subject matter.

Prerequisite: 161

171f.s. CERAMICS (3)

A basic course in the construction of hand-built and wheel-thrown pottery forms, with an introduction to glazing and firing techniques.

181f.s. PHOTOGRAPHY I (3)

An introductory course in photographic methods and processes. Design, aesthetic theory, and history of photography form the basis for the development of techniques. Black and white darkroom procedures and fundamental camera skills are

Focus on individual expression. An exploration of pictorial content and painting techniques. Discussion of relevant works. Prerequisite: 241

341s. ADVANCED PAINTING (3)

Focus on individual expression. An exploration of pictorial content and painting techniques. Discussion of relevant works. Prerequisite: 241

342. ADVANCED PRINTING (3)

Problems in specific printing techniques with a focus on individual expression. Prerequisite: 242

370f. PLASTIC DESIGN (3)

Individual problems in ceramics or sculpture. Prerequisite: 272 (ceramics); 273 (sculpture)

371s. PLASTIC DESIGN (3)

Individual problems in ceramics or sculpture. Prerequisite: 272 (ceramics); 273 (sculpture)

400-level studio courses may be repeated for credit if the subject matter varies

440f. ADVANCED GRAPHIC DESIGN (3)

Special problems in drawing, painting, printmaking, or other two-dimensional mediums. Prerequisite: Permission of the instructor and department chair
Open to art majors only

441s. ADVANCED GRAPHIC DESIGN (3)

Special problems in drawing, painting, printmaking, or other two-dimensional mediums. Prerequisite: permission of the instructor and department chair
Open to art majors only

470f. ADVANCED THREE-DIMENSIONAL DESIGN (3)

Special problems of three-dimensional design with work in various media. Prerequisite: 370 or 371 and permission of the department chair
Open to art majors only

471s. ADVANCED THREE-DIMENSIONAL DESIGN (3)

Special problems of three-dimensional design with work in various media. Prerequisite: 370 or 371 and permission of the department chair
Open to art majors only

Bible & Religion

Professor:

John J. Carey, Chair

Assistant Professor:

Tina Pippin

The academic study of religion offers students opportunity to explore some of the most creative expressions of the human spirit in its responses to "The Holy," "The Ultimate," or "God."

Courses are designed to cover the distinctive beliefs and practices, sacred literatures, and cultural expressions of the great religious traditions of the world. Special emphasis in the curriculum is placed on biblical literature, as well as upon contemporary expressions of religious thought.

Requirements for the Major

Courses required in the discipline:

A minimum 30-hour major, with at least 12 hours on the 300 or 400 level in the department, including 463. Six hours must be taken in each of the following: Area II (Biblical Studies), Area III (Religious Thought and Social Context), and Area IV (World Religions). No more than two of the following cross-listed courses may be applied toward the minimum major in Bible and Religion: Sociology 315; Political Science 342; Music 208, 209.

Requirements for the Minor

One course at the 100 level and 15 additional hours, including at least one upper-division Bible course. One cross-listed course may be applied to the minor.

I. Introductory Studies

110f,s. APPROACHES TO BIBLICAL LITERATURE (3)

History, culture, literature, and theology of

the Bible. Ways of reading the biblical texts are explored with an emphasis on relating biblical studies to its broader context of the humanities.

Not open to students who have had 100 or 101.

120f. THE RELIGIOUS QUEST (3)

An introduction to religion—its origins, place in human life, cultural expressions. Consideration of encounters with the "Holy," sacred action, mysticism.

Not open to students who have had 130

130s. WORLD RELIGIONS (3)

Major religions of the world: Hinduism, Buddhism, Confucianism, Taoism, Islam, Shinto, Judaism, and Christianity, with an emphasis on their origins, development, sacred writings, and understanding of the world.

Not open to students who have had 120

II. Biblical Studies

100f. HEBREW SCRIPTURES (3)

Religious history and society of the people of Ancient Israel as contained in their sacred Scriptures.

Offered 1992-93 and alternate years

101f,s. NEW TESTAMENT (3)

Literature of the New Testament and its origins and development in the early Jesus movement and early Christianity.

303f. WORLD OF ANCIENT ISRAEL (3)

The culture and religion of Ancient Israel in the context of the Ancient Near East. An interdisciplinary dialogue is employed which includes studies in archaeology, religious phenomenon, cultural anthropology, sociology, literary criticism, and ethics.

Prerequisite: 100 or 110

Offered 1991-92 and alternate years

304f. WORLD OF EARLY CHRISTIANITY (3)

Contribution of late Jewish, Hellenistic, and Roman civilizations to the cultural matrix in which Christianity was born.

Prerequisite: 101 or 110

Offered 1992-93 and alternate years

325s. TOPICS IN BIBLICAL STUDIES (3)

Consideration of a topic or problem of cur-

rent interest in the field of Biblical Studies.

Prerequisite: One introductory course in Bible (100, 101, or 110)

Offered 1990-91 and alternate years

327s. LIFE AND LETTERS OF PAUL (3)

The apostle Paul and his writings. Special attention is given to the social context of his letters and the major theological and ethical themes, along with studies of his literary style (rhetoric).

Offered 1991-92 and alternate years

335s. JESUS OF NAZARETH IN HISTORY AND FAITH (3)

The quest for the historical Jesus, with an analysis of sources and the form that this inquiry took in the nineteenth and twentieth centuries.

Prerequisite: 101 or 110

Offered 1991-92 and alternate years

III. Religious Thought and Social Context

207f. RELIGION IN AMERICA (3)

Religious developments in America. The roles of specific groups, such as Protestants, Catholics, Jews, blacks, women. Discussion of selected issues, such as church and state relations, social responsibility, ecumenism, revivalism, fundamentalism.

Offered 1991-92 and alternate years

224f. (WOMEN'S STUDIES 224) WOMEN AND RELIGION (3)

The role of women in shaping religious history from the ancient to the modern period. Primary historical writings and theological statements are used, as well as contemporary expressions in ritual, fiction and non-fiction, film, art, music, dance, and poetry.

315s. (SOCIOLOGY 315) SOCIOLOGY OF RELIGION (4)

See Sociology 315 for description.

331s. (WOMEN'S STUDIES 331) FEMINIST ETHICS AND SPIRITUALITY (3)

An exploration into the ethical and theological bases of women's ways of knowing and the broader religious conversation of white feminists and women of color.

**345s. (PHILOSOPHY 315)
PHILOSOPHY OF RELIGION (3)**

An examination from a Western philosophical perspective of such questions as the meaning of God, evil, suffering, religious experience, religious knowledge, and immortality.

Prerequisite: Any 100 level course in Bible and Religion or one course in Philosophy

Offered 1992-93 and alternate years

**350f. (POLITICAL SCIENCE 342) THE
CHURCH IN LATIN AMERICA (3)**

See Political Science 342 for description.

**355s. PROTESTANT FAITH AND
PRACTICE (3)**

The origins of Protestantism in the Reformation and in subsequent reform movements. Leading thinkers considered are Luther, Calvin, Wesley, Kierkegaard, Schleiermacher, and Harnack. Attention is given to the leadership of women in the various streams of Protestantism.

Offered 1992-93 and alternate years

360s. CONTEMPORARY THEOLOGY (3)

Leading thinkers and issues of the 20th century. The impact of World War I, World War II, Vatican II, and liberation movements on religious thought is assessed. Prerequisite: One course in Bible and Religion

Offered 1991-92 and alternate years

365f. CHRISTIAN ETHICS (3)

The nature, methods, and basic issues of Christian ethics, considering both matters of personal conduct and social concern. Special attention is given to feminist critiques of traditional Western approaches to ethics.

Prerequisite: 110, 120, 130, or permission of the instructor

Offered 1992-93 and alternate years

IV. World Religions

221s. JEWISH FAITH AND PRACTICE (3)

Basic beliefs and practices of Judaism, from the Exodus from Egypt to the present. Special attention is given to Jewish Feast Days,

institutions, life cycle practices, and major branches of the religion.

Offered 1991-92 and alternate years

330f. TOPICS IN WORLD RELIGIONS (3)

A seminar focusing on a special problem within one of the world's religions. Topics rotate between the religions of the Middle East (Islam, Hinduism, and Judaism) and the religions of the Far East (Buddhism, Confucianism, Taoism, Shinto).

May be taken more than once.

Prerequisite: 130 or permission of the instructor

V. SPECIAL STUDIES IN RELIGION

**208f. (MUSIC 208) HISTORY OF
CHURCH MUSIC (3)**

See Music 208 for description.

**209f. (MUSIC 209)
HYMNOLOGY (3)**

See Music 209 for description.

410f,s. SPECIAL STUDY (2-4)

A directed reading course supervised by a member of the department.

Prerequisite: Permission of the instructor

**463f. JUNIOR-SENIOR SEMINAR IN
RELIGION (3)**

The examination of a variety of topics of current interest in the study of religion.

The seminar attempts to yoke the theory and practice of religion. Required for majors. May be taken more than once.

Topic for 1991-92: Religion and Peace

490f,s. INDEPENDENT STUDY

Independent research arranged under supervision of a member of the Department. Results are presented in written form. Especially recommended for students who plan to do graduate study in religion.

Prerequisite: 12 hours in Bible and Religion and permission of the instructor

Biology

Professor:

Sandra T. Bowden

Associate professors:

John F. Pilger, Chair

Harry Wistrand
Assistant professor:
 Edward L. Hover
Instructor:
 Frances G. Kennedy

As a multidisciplinary, experimental science, modern biology offers the liberally educated woman an integrated view of the living world from molecules to ecosystems. Our program is designed to give the student a sound background in the major disciplines of biology and to teach her to use the skills of scientific inquiry and communication. Major programs include studies of the functional organization of cells and tissues; lower and higher plants and animals; microbial organisms; patterns and mechanisms of heredity and evolution; the physiology, biochemistry and molecular biology of cells and organisms; development; behavior; taxonomy; and ecology.

For entering students, secondary school preparation in mathematics and the sciences is helpful. Students who plan to major or minor in biology should consult with a member of the department early in their college careers to insure normal progression. Dual-degree programs with Georgia Institute of Technology are available in biotechnology and other areas of engineering. Students should consult department faculty for information on summer study and research opportunities.

Requirements for the Major

Courses required in the discipline:

100, 102, 105 and 206 should be taken before the end of the sophomore year.
 300, 306 or 312, 310 and 480

Courses required outside of the discipline:

Chemistry 101, 101L, 102, 102L
 Chemistry 201

Courses recommended for the major:

Chemistry 202, 202L, 300
 Physics 110, 111
 Mathematics 115, 118, 119, 150
 French or German

Requirements for the Minor

100, 102, 105 and two additional courses in the discipline for which prerequisites have been met.

100f,s. INTRODUCTION TO BIOLOGY (4)

The major concepts of modern biology; structure and function of biological molecules, cell structure and functions, energy transactions in living systems, control systems, inheritance in eukaryotes and in prokaryotes, development of organisms, evolution, ecology, the scientific method, procedures of scientific investigation.

3 LEC, 1 LAB

Biology 100 is prerequisite to all other courses in biology.

102f. BOTANY (4)

Functional morphology of vascular plants, growth regulation, ecology, and evolution. A survey of major divisions of plants and fungi.

3 LEC, 1 LAB

Prerequisite: 100

105s. ZOOLOGY (4)

Morphology and physiology of animals with a brief survey of the major animal phyla.

3 LEC, 1 LAB

Prerequisite: 100

200s. ANIMAL BEHAVIOR (4)

The development, causation, and function of behavior in nonhuman animals. Emphasis is on placing observed behaviors in an appropriate ecological context.

3 LEC, 1 LAB

Prerequisite: 105

Offered 1991-92 and alternate years

201s. ECOLOGY AND FIELD BIOLOGY (4)

The interrelationship between organisms and their environments at the population, community, and ecosystem levels. Laboratory includes field investigations of natural systems and ecological research techniques.

Prerequisite: 102 and 105

Offered 1991-92 and alternate years

202s. PLANT TAXONOMY (3)

Principles of plant identification, classification, and nomenclature, with special emphasis on vascular plants native to this region. Laboratory includes observing plants in their natural environments and techniques for collecting, identifying, and preserving specimens.

2 LEC, 1 LAB

Prerequisite: 102

Offered 1992-93 and alternate years

- 204s. VERTEBRATE BIOLOGY (4)**
The biology of vertebrates, including gross anatomy of selected animals, and the evolution, classification, and life histories of major vertebrate groups. Includes some field study of local vertebrates.
3 LEC, 1 LAB
Prerequisite: 105
- 206s. CELL BIOLOGY (4)**
An introduction to cellular and subcellular structure and function.
3 LEC, 1 LAB
Prerequisite: 2 semesters of 100-level biology courses with laboratories
- 207s. INVERTEBRATE ZOOLOGY (4)**
Major and minor invertebrate phyla with emphasis on comparative anatomy, systematics, and evolution. Laboratory emphasis is on functional morphology and includes some fieldwork.
3 LEC, 1 LAB
Prerequisite: 105
Offered 1990-91 and alternate years
- 208f. HISTOLOGY (4)**
The microscopic anatomy of animal tissues. In laboratory each student will complete a project using basic histological techniques.
3 LEC, 1 LAB
Prerequisite: 105
Offered 1991-92 and alternate years
- 214S. DESERT BIOLOGY (4)**
Adaptations of plants and animals to hot, arid environments of the western United States. A three-week field trip to the desert; dates to be determined.
Limited to eight students
Prerequisite: 100 and permission of the instructor
Offered summer 1992 and alternate years
- 215S. MARINE BIOLOGY (4)**
An ecological approach to the study of marine organisms as exemplified in temperate, semi-tropical, and tropical environments. A three-week field course; dates to be determined.
Limited to eight students
Prerequisite: 105 and permission of the instructor
Offered summer 1993 and alternate years
- 300f. GENETICS (4)**
The structure, function, regulation, and transmission of hereditary materials in viruses, prokaryotes, and eukaryotes.
3 LEC, 1 LAB
Prerequisite: 206
- 301s. MICROBIOLOGY (4)**
Biology of prokaryotic and eukaryotic microorganisms and viruses with emphasis on bacteria and viruses. Morphology, physiology, biochemistry, genetics, taxonomy, and immunology.
3 LEC, 1 LAB
Prerequisite: 102, 206, Chemistry 201
- 302s. EVOLUTION AND POPULATION BIOLOGY (3)**
Processes and patterns of adaptation and formation of species with emphasis on genetic mechanisms. Introduction to population genetics and population ecology as they relate to evolutionary biology.
3 LEC
Prerequisite: 300 or two courses at the 200 level or above
- 305f. ANIMAL PHYSIOLOGY (4)**
A comparative study of nutrition, energy metabolism, temperature regulation, movement, gas exchange, internal transport, water-solute metabolism, information processing and sensory physiology, and hormonal control in animals. Major emphasis on vertebrates with some invertebrate examples.
3 LEC, 1 LAB
Prerequisite: 105, 206
Offered 1992-93 and alternate years
- 306f. DEVELOPMENTAL BIOLOGY (4)**
Morphological patterns and the developmental processes that occur in the life history of animals.
3 LEC, 1 LAB
Prerequisite: 105, 206
- 310s. CELLULAR PHYSIOLOGY AND BIOCHEMISTRY (4)**
Biochemistry, intermediary metabolism, photosynthesis, membranes and transport phenomena, macromolecular synthesis, metabolic regulation, and environmental influences.
3 LEC, 1 LAB
Prerequisite: 102, 105, 206, Chemistry 201

312f. ADVANCED PLANT BIOLOGY (4)

Major groups of plants and fungi with emphasis on plant development, physiology, and evolutionary relationships.

3 LEC, 1 LAB

Prerequisite: 102, 206

316s. MOLECULAR GENETICS (4)

Gene structure, function, and regulation at the molecular level in viruses, prokaryotes, and eukaryotes; introduction to genetic engineering and recombinant DNA techniques. Emphasis on recently published literature.

3 LEC 1 LAB

Prerequisite: 300, Chemistry 201

317s. MOLECULAR GENETICS LABORATORY (1)

Molecular genetics and recombinant DNA techniques for students who have not had Biology 316. Not open to students who have had 316

Prerequisite: Chemistry 300 or permission of the department

410f.s. SPECIAL STUDY (2-4)

Intensive study of an area of biology by a senior major under the supervision of a faculty member. Designed to support the individual's major interests. A paper or oral presentation required.

Prerequisite: permission of the department

480f. SENIOR SEMINAR (1)

Specialized subject areas of biology not normally in the curriculum. Topics are chosen by the biology faculty. Each student reviews current literature, prepares and orally presents a seminar on an aspect of the selected topic.

Open to senior biology majors only

481s. (PSYCHOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

490f.s. INDEPENDENT STUDY (4-8)

Independent laboratory and/or field re-

search with supervision by a member of the department. Thesis is required and a seminar presentation is recommended. Admission to the program is granted by the Committee on Independent Study. Recommendation by the department for admission to the course is necessary. Departmental recommendation is based on the student's choice of a suitable research project, potential for biological research, course work background, and evidence of motivation for undertaking the laboratory and non-laboratory aspects of research.

Business Preparatory Program

Advisor:

Professor Sheehey, *Department of Economics*

With the rapid growth of and turnover in the information that is important to business, it is now commonplace to hear corporate leaders claim that the best training for business is a liberal arts education. Mindful that many of our students are preparing for a career in business, the college has selected from its curriculum a set of courses which stress the analytical and communications skills relied on in business and which provide a foundation in areas of study basic to business.

The program does not alter requirements for graduation nor constitute a major. The fact that a student has taken the program is indicated on her transcript. In order to complete the program students must take at least eight of the courses listed below:

Required:

Economics: 104, 105 and 311

Mathematics: 101 or 117 or 118 (If students take 101, they may also count toward the program either 117 or 118, but not both.)

At least one of the following: English 210, Psychology 316, Philosophy 103, Political

Science 102, Theatre 117

Elective courses:

Economics: 203, 309, 310, 312, 313, 317 and 338

Mathematics: 115, 119, 150 and 328

Chemistry

Professor:

Alice J. Cunningham

Associate professor:

Thomas L. Maier

Assistant professor:

T. Leon Venable, Chair

The academic program of the Department of Chemistry, approved by the American Chemical Society, is designed to give students a thorough grounding in the principles and applications of modern chemistry, as well as extensive practical experience with research-quality instruments. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and nonscience majors. Students may design individual major programs to prepare for a variety of career goals, such as advanced study in chemistry, biochemistry, medical sciences, molecular biology, materials science, chemical physics; technical and nontechnical areas of the chemical industry; scientific writing or editing; chemical education; and computer applications in chemistry.

After completing a chemistry major, the student should have the basic background required to be part of an industrial or academic scientific team devoted to research or applied chemistry. The required courses provide fundamental knowledge of:

- a) theories which describe matter and chemical reactions ranging from elemental to biological systems;
- b) techniques and instruments ordinarily used to investigate atoms, molecules, and chemical reactions;
- c) modern methods for acquiring, analyzing, and retrieving data.

Requirements for the Major

Courses required in the discipline:

101-101L, 102-102L, or equivalent, preferably in first year year;
201, 202-202L; 301, 302, 312, 342 in sequence

The non-ACS approved major requires an additional 9 hours beyond the core listed above. The major approved by the American Chemical Society requires an additional 13 hours beyond the core. In both cases these hours may be in advanced chemistry, biology, mathematics, and/or physics, as approved by the department. For those students electing the American Chemical Society approved program in Chemistry with a Biochemistry emphasis, courses in addition to the core must include Chemistry 300, 300L, 400, 410 (Bioinorganic) or 490, and Biology 316 or 317. Course selections at the advanced level should reflect the student's particular interests, abilities and career goals.

Courses required outside of the discipline:

Mathematics 118, 119

Physics 110 and 111, to be completed prior to Chemistry 301

Physics 242, 243

Courses recommended for the major:

- a) additional mathematics, advanced biology or advanced physics
- b) a reading knowledge of a modern language, preferably German. Students considering a major in chemistry should consult early on with a member of the department, even if their lower division advisors are not in chemistry. While there is considerable flexibility in course selection, particularly at the upper level, the sequence of courses and prerequisites requires careful planning of both lower level and upper level courses.

101f. FUNDAMENTAL CONCEPTS OF MATTER AND REACTIONS (3)

Introduction to structure of matter, ranging from atoms to biochemical macromolecules; and the basis of chemical reactions, including types of reactions common to inorganic, organic, and biochemical systems.

corequisite: 101L

101Lf. BASIC LABORATORY METHODS (1)

Experimental methods in basic scientific measurement, elementary synthesis, and analysis.

Corequisite: 101

102s. PERIODICITY AND CHEMICAL REACTIONS (3)

Chemistry of the elements and their compounds, with emphasis on periodic relationships. A more detailed examination of the quantitative aspects of chemical reactions than seen in Chemistry 101.

Prerequisite: 101

Corequisite: 102L

102Ls. BASIC LABORATORY METHODS II (1)

Experimental methods to analyze elementary inorganic reactions both quantitatively and qualitatively.

Corequisite: 102

200. TUTORIAL (1-3)

Individualized study designed primarily to accommodate transfer, advanced placement students, or students from nontraditional programs. Topics and credit are determined by a student's needs. Combination of lecture and laboratory hours varies with area of study.

201f. ORGANIC CHEMISTRY I (4)

A systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives such as alkyl halides and alcohols. Topics such as stereochemistry, electronic effects, resonance theory, acid-base properties, carbonium ion theory, and reaction mechanisms are emphasized. The laboratory introduces students to fundamental experimental techniques of organic chemistry. Aspects of chromatography and spectroscopy are explored.

3 LEC, 1 LAB

Prerequisite: 101, 102, or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference

202s. ORGANIC CHEMISTRY II (3)

A continuation of Organic Chemistry I. The chemistry of carbonyl compounds and amines is examined in detail. The mechanisms of important organic reactions and the applications of these reactions to organic synthesis are studied.

Prerequisite: 201

202Ls. ORGANIC CHEMISTRY II LABORATORY (2)

Qualitative organic analysis and multistep organic synthesis.

Corequisite: 202

210f. BIO-INORGANIC CHEMISTRY (3)

Topics include drug design/therapy and toxicity described through molecular structure and chemical activity; elements both essential and toxic to humans viewed in terms of overall chemical reactivity; nerve impulses regulated by alkali metals; transition metals as catalysts.

Prerequisite: Chemistry 102, 102L

300f. BIOCHEMISTRY I (3)

Fundamentals of bacterial and vertebrate biochemistry. Includes the study of biomolecules, catabolic and biosynthetic pathways, and storage, transmission and expression of genetic information.

Prerequisite: 202

300Lf. BIOCHEMISTRY LABORATORY I (1)

Fundamental biochemical laboratory methods including the study of acid-base properties of amino acids and proteins, spectrophotometric characterization, chromatographic separation techniques and electrophoresis.

Prerequisite: 202, 202L

301f. PHYSICAL CHEMISTRY I (3)

Quantum theory, as applied in chemistry, including structure and spectral relationships. General principles of statistical mechanics.

Prerequisites: 202, 202L, Mathematics 118, 119 Physics 110, 111

Mathematics 205 recommended

302s. PHYSICAL CHEMISTRY II (3)

General principles of thermodynamics and equilibria. A study of gas phase kinetics, solution dynamics, and catalysis.

Prerequisite: 301

312s. CHEMICAL ANALYSIS (3)

An advanced study of the instrumental and theoretical approaches for complete analysis.

Prerequisite: 301, Physics 242

Corequisite: 302

Prerequisite or corequisite: Physics 243

342f. PHYSIOCHEMICAL METHODS OF EXPERIMENTATION I (2)

Comprehensive course in essential methods for acquisition and interpretation of physical/analytical data. The first semester

emphasis is on spectroscopic correlations, fundamental chemometrics and separations. Prerequisite or corequisite: 301, Physics 242.

343s. PHYSICOCHEMICAL METHODS OF EXPERIMENTATION II (2)

Continuation of Chemistry 342. The second semester problems include those related to measurement of systems at equilibrium, particularly redox processes, and elucidation of reaction rates.

Prerequisite or corequisite: 342, 302, 312, Physics 243.

400s. BIOCHEMISTRY II (3)

Fundamentals of biophysical and bioanalytical chemistry. Advanced experimental techniques for characterization of macromolecules, separation methods, enzyme kinetics, radiochemical techniques. Combination of lecture and laboratory.

Prerequisite: 300, 300L, 302, 312, 342

410f,s. SPECIAL STUDY (2-4)

Tutorial in an advanced topic of special interest to a chemistry major. The nature of the topic determines inclusion of a laboratory component. Each spring the department lists topics available for study the following year.

Prerequisite: varies according to topic

431f. MODERN INORGANIC CHEMISTRY (3)

Current theories of bonding and structure, stereochemistry, and reaction mechanisms involving both main group elements and transition metals. Selected topics in organometallic and bio-inorganic chemistry.

Prerequisite: 302

441f. SYNTHETIC METHODS AND CHARACTERIZATION (4)

Synthesis of inorganic and organometallic compounds. Inert atmosphere and vacuum-line techniques. Nonaqueous chemistry. Spectroscopic characterization of compounds. Combination of lecture and laboratory.

Prerequisite: 342

Prerequisite or corequisite: 431

490f,s. INDEPENDENT STUDY (4-8)

Independent research conducted under the supervision of a member of the department. Thesis and seminar presentation of results

are required. Admission to the program is granted by the Committee on Independent Study. Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research, and student motivation for pursuing the laboratory and non-laboratory aspects of the project.

Prerequisite: 302, 312, 342

Corequisite: appropriate advanced courses, as approved by the department

Classical Languages & Literatures

Associate professors:

Gail Cabisius

Sally Anne MacEwen (*On sabbatical leave during 1991-92*)

The student of Classics analyzes the literary and artistic works of ancient Greece and Rome, reconstructs the values and histories of those distant societies, and examines their philosophical thought. In addition, she comes to understand the intellectual roots of our culture and many of our traditions and institutions. The multidisciplinary approach of classical study helps the student develop skills in language, in analysis of social and historical problems, and in the appreciation of art and literature. These skills can be applied to many careers and professions after graduation.

The Department of Classical Languages and Literatures offers courses in Greek and Latin languages and in classical civilization from texts in English. The department offers a choice of majors in Greek, Latin, Classical Languages and Literatures or Classical Studies. Majors in Greek, Latin, and Classical Languages and Literatures specialize in the study of the ancient languages and literatures. Majors in Classical Studies combine the study of an ancient language with courses in classical civilization. Students who plan to do graduate study in Classics should choose the major in Classical Languages and Literatures, and every student considering a major in Classics is urged to take Greek or Latin in her first year.

Requirements for the Major

Greek

- At least 24 hours in Greek, including
- Greek 360
- Classics 221
- At least 3 additional hours in Greek or Classics

Latin

- At least 24 hours in Latin, including Latin 360
- Classics 222
- At least 3 additional hours in Latin or Classics

Classical Languages & Literature

- At least 12 hours in Greek and 12 hours in Latin, of which at least 12 hours must be at the 300 level
- Classics 221 and 222

Classical Studies

- Two 300-level language courses, both in the same language (to be taken at Agnes Scott)
- Other courses either in language or in translation.

Requirements for the Minor

Classical Studies

- Completion of the second year of an ancient language, including 6 hours at Agnes Scott
- Four courses in translation

Greek or Latin

- Fifteen hours in the language
- Classics 221 (Greek) or Classics 222 (Latin)

Greek

103f. ELEMENTARY (4)
The essentials of grammar.

104s. ELEMENTARY (4)
Readings from Greek authors, especially New Testament writers.
Prerequisite: 103 or 2 entrance credits

Literature courses in Greek are offered at the 200 and 300 level. Students in both levels will meet at the same time, but advanced students will be required to do more work. Exceptions to the prerequisites to these courses may be granted by the department.

211/311f. PLATO (3)
Exemplary pieces of Plato's writing reflect-

ing the teachings of Socrates and the philosophy of Plato.

Prerequisite: for 211, Greek 104 or 3 entrance credits; for 311, 6 hours of 200-level Greek
Offered 1992-93 and every third year

212/312s. DRAMA (3)

One or two plays, including discussion of myth, metrics, and production.
Prerequisite: for 212, Greek 104 or 3 entrance credits; for 312, 6 hours of 200-level Greek
Offered 1992-93 and every third year

215/315f. HOMER (3)

Iliad or Odyssey. The first heroes of Western literature in the first pieces of ancient writing.
Prerequisite: for 215, Greek 104 or 3 entrance credits; for 315, 6 hours of 200-level Greek
Offered 1993-4 and every third year

216/316s. HERODOTUS (3)

"The Father of History," his methods, style, and favorite themes.
Prerequisite: for 216, Greek 104 or 3 entrance credits; for 316, 6 hours of 200-level Greek
Offered 1993-4 and every third year

217/317f. HESIOD AND THE LYRIC POETS (3)

Selected poetry representing the vigor and creativity of the Archaic Age of Greece.
Prerequisite: for 217, Greek 101, 104 or 3 entrance credits; for 317, 6 hours of 200-level Greek
Offered 1991-92 and every third year

218/318s. COMEDY (3)

One or two plays of Aristophanes with consideration of the political climate of his time.
Prerequisite: for 218, Greek 104 or 3 entrance credits; for 318, 6 hours of 200-level Greek
Offered 1991-92 and every third year

350f.s. ADVANCED READING COURSES (3 or 5)

Selections from Greek prose and poetry, not covered in other courses, chosen to meet the needs of individual students.
Prerequisite: 6 hours of 200-level Greek

and permission of the department

360f.s. GREEK PROSE COMPOSITION (2)

Prerequisite: 6 hours of 200-level Greek
and permission of the department

490f.s. INDEPENDENT STUDY (4-8)

Latin

103f. ELEMENTARY (4)

Fundamentals of Latin grammar.

104s. ELEMENTARY (4)

Readings from Latin authors, with emphasis on the love poetry of Catullus.

Prerequisite: 103 or 2 entrance credits

203f. INTERMEDIATE (3)

Review of Latin grammar with readings from Cicero and other Latin authors.

Prerequisite: 104 or 3 entrance credits

204s. VERGIL'S AENEID I-VI (3)

Prerequisite: 203

This course can be used to satisfy either the Specific Standard of the intermediate level of a Foreign Language or the Distributional Standard of Literature, but not both.

Courses in Latin literature at the 300 level may be repeated for credit if the readings are different. Exceptions to the prerequisites may be granted by the department.

301f. EPIC (3)

Vergil's *Aeneid* VII-XII or sections from Metamorphoses of Ovid will be used as examples of Roman adaptations of Greek epic.

Prerequisite: 204 or 4 entrance credits

Offered 1992-93 and every third year

302s. COMEDY (3)

Selected plays of Plautus and Terence, two of the earliest Latin writers and the best representatives of New Comedy.

Prerequisite: 204 or 4 entrance credits

Offered 1992-93 and every third year

311f. DIDACTIC POETRY (3)

Selections from Lucretius' *De Rerum Natura* or Vergil's *Georgics*, poems that teach people how to live in harmony with nature.

Prerequisite: 204 or 4 entrance credits

Offered 1993-4 and every third year

312s. HISTORICAL WRITING (3)

Examinations of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy, or Tacitus.

Prerequisite: 204 or 4 entrance credits

Offered 1993-4 and every third year

321f. SATIRE (3)

The genre of satire, Rome's own creation, through readings in the Latin satirists, principally Horace, Martial, Juvenal, or Petronius.

Prerequisite: 204 or 4 entrance credits

Offered 1991-92 and every third year

322s. LYRIC POETRY (3)

The personal and intimate poetry of Horace in the Odes and the elegiac poets.

Prerequisite: 204 or 4 entrance credits

Offered 1991-92 and every third year

350f.s. ADVANCED READING COURSE (3 or 5)

Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.

Prerequisite: 204 and permission of the department

360f.s. LATIN PROSE COMPOSITION (2)

Prerequisite: 204 and permission of the department

490f.s. INDEPENDENT STUDY (4-8)

Classical Courses in English

201S. (PHILOSOPHY 201) THE GREEK SETTING OF THE SOCRATIC DIALOGUES (3)

See Philosophy 201 for description.

221f. (HISTORY 221) HISTORY OF GREEK CIVILIZATION (3)

The literature, people and philosophy of Ancient Greece from the Bronze Age to Hellenistic times, including the basic outline of historical events and methods for understanding history and culture.

Offered 1991-92 and alternate years

Not open to students who have taken Classics 151

222f. (HISTORY 222) HISTORY OF ROMAN CIVILIZATION (3)

The development of Roman institutions from the Etruscan period through Constantine's adoption of Christianity. The use of evidence from literature, art and archaeology in constructing Roman social history.
Offered 1992-93 and alternate years
Not open to students who have taken Classics 154

223f. (PHILOSOPHY 206) HISTORY OF ANCIENT PHILOSOPHY (3)

See Philosophy 206 for description.

242s. (ART 201) GREEK AND ROMAN ART (3)

See Art 201 for description.
Offered 1991-92 and 1992-93

331s. (ANTHROPOLOGY 331) MYTHOLOGICAL PATTERNS AND THEMES (3)

Comparison of themes in Greek, Near Eastern, African and Amerindian myths. Modern literary and psychological approaches to mythological configurations, such as creation myths divine archetypes, the trickster and the hero cycle.
Offered 1991-92 and alternate years

340f. (ART 301) ADVANCED STUDIES IN ANCIENT OR MEDIEVAL ART (3)

See Art 301 for description.

341s. (SOCIOLOGY 341) (WOMEN'S STUDIES 341) FAMILY AND SOCIETY IN THE CLASSICAL WORLD (3)

Relationship of families and political structures in the ancient Greek and Roman worlds. Methods for understanding them through drama, philosophy, rhetoric and archaeology. Examination of the daily lives and experiences of ancient people, especially workers, women, children, slaves and others who left no written record.
Offered 1992-93 and alternate years

410f,s. SPECIAL STUDY (2-4)

Directed study to meet the individual needs of students whose major is Classical Languages and Literatures or Classical Studies.

490f,s. INDEPENDENT STUDY (4-8)

Economics

Professors:

Albert V. Badre (part-time)

Edmund J. Sheehy

Associate professor:

Edward C. Johnson

Assistant professor:

Rosemary T. Cunningham

Economics once was called Political Economy, a notion which may convey a better substance, breadth and heritage of the discipline. Economics is an excellent and versatile tool for studying human behavior, individuals and groups, in a variety of institutional settings: business firms, banks, unions, governments, stock exchanges, and such, in diverse times and cultures. Economics pioneered in developing the methodologies of the modern social sciences. The discipline is rigorous, analytical and theoretical, yet offers insight about ordinary, universal events and behaviors.

Students considering careers in management, banking, financial analysis and services, business, law and government are well served by Economics. The discipline also forms productive ties to Business, History, International Relations, Political Science, Sociology, Psychology, Mathematics and Philosophy.

Requirements for the Major

Courses required in the discipline:

104, 105, 203, 206, 207

110 and 311 not applied toward the minimum 30-hour major

Courses required outside the discipline:

One course in statistics (Mathematics 115 or Psychology 306)

For those students who intend to pursue graduate work in Economics, or an MBA degree, we suggest a consultation with the Chair of the Economics Department about appropriate preparation in Mathematics.

Requirements for the Minor

International Economics:

Required courses: 104, 105, 206 or 207

Optional courses (choose 3): 203, 206 (if not taken as a required course), 207 (if not taken as a required course), 315, 317, 334, 350, 351, 360

Business Economics:

Required courses: 104, 105, 206 or 207

Optional courses (choose 3): 203, 206 (if not taken as a required course), 207 (if not taken as a required course), 309, 310, 312, 313, 316, 317, 338, 350, 351

104f.s. INTRODUCTORY MACROECONOMICS (3)

Causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.

105f.s. INTRODUCTORY MICROECONOMICS (3)

Emphasis on the operation of a market economy.

110f. THE ECONOMICS OF INVESTMENTS (3)

The importance of financial investments to the economy. The structure of different markets and the theories behind the pricing of certain assets are explored. Students will manage a hypothetical portfolio for the duration of the semester.

Offered 1992-93 and alternate years.

Does not satisfy Distributional Standard in the Social Sciences. Inappropriate for students who have taken Economics courses beyond the introductory level.

203f. LABOR ECONOMICS (3)

Labor-management relations, the labor movement, the laws and public policies governing labor, and their economic impact in terms of wages, prices, and national income.

Prerequisite: 104 or permission of the instructor

206s. MICROECONOMICS (3)

An advanced study of the operation of markets with emphasis on consumer demand theory, theory of the firm, differing market structures, and the pricing and employment of inputs. General equilibrium and the role of the government in markets are discussed.

Prerequisite: 104, 105

207f. MACROECONOMICS (3)

A general model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different

monetary and fiscal policies.

Prerequisite: 104, 105

309s. MONEY AND BANKING (3)

Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.

Prerequisite: 104

Prerequisite or corequisite: 105

310f. FINANCIAL THEORY (3)

Theories and policies of corporate finance and the institutional framework within which financial decisions are made. Capital markets, financial valuation, capital budgeting, and the theory of the capital structure are discussed.

Prerequisite: 104, 105

Offered 1991-92 and alternate years

311f. ACCOUNTING I (3)

Introduction to the principles of accounting theory and the application of these principles in business and government.

Not applied toward minimum 30-hour major

Does not satisfy Distributional Standard in Social Sciences

312s. ACCOUNTING II (3)

A continuation of 311.

Prerequisite: 311

313s. MARKETING (3)

Planning, organizing, and controlling the marketing function in a corporate setting.

Prerequisite: 104, 105; 206 recommended

Offered 1991-92 and alternate years

314f. HISTORY OF ECONOMIC THOUGHT (3)

Evolution of economic theories and doctrines as seen through the works of the leaders of the various schools of thought.

Prerequisite: 104, 105

315s. (POLITICAL SCIENCE 315) COMPARATIVE ECONOMIC SYSTEMS (3)

From Marxism to market economics. Comparative study of economic planning and stability, labor movements, income policy, agriculture, economic growth, and trade.

Contrasts drawn among Soviet, Yugoslav, Swedish, and U.S. systems.

Prerequisite: 104, 105

316f. AMERICAN ECONOMIC GROWTH AND DEVELOPMENT (3)

The development of the U.S. economy from colonial times to 1929. Emphasis on economic analysis applied to major historical issues and institutions such as mercantilism, trade policies, monetary institutions, slavery; and major industries such as canals, railroads, steel, oil, and agriculture.
Prerequisite: 104, 105

317f. THEORIES OF MANAGEMENT AND ORGANIZATION (3)

Change and development in and the management of complex organizations.
Prerequisite: 104, 105
Offered 1992-93 and alternate years

330s. MATHEMATICAL ECONOMICS (3)

The application of topics in matrix algebra and calculus to model building in economics.
Prerequisite: 104, 105; a year of calculus
Offered by arrangement with instructor

334s. (POLITICAL SCIENCE 334) ECONOMIC DEVELOPMENT (3)

Historical patterns and contemporary theories of economic development are used to clarify major issues such as the distribution of income, stabilization policy, and problems of trade and finance.
Prerequisite: 104, 105
Offered 1991-92 and alternate years

338f. ECONOMIC FORECASTING (3)

The study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economic problems.
Prerequisite: 104, 105; a course in statistics; or permission of the instructor

350f. INTERNATIONAL TRADE (3)

The gains from trade and the theory and policy of trade protection. The economics of the multinational corporation.
Prerequisite: 104, 105

351s. INTERNATIONAL FINANCE (3)

An analysis of foreign exchange markets and the balance of payments. Discussion of various mechanisms and policies by which nations achieve equilibrium in the balance of payments.
Prerequisite: 104, 105

360s. ECONOMIC DEVELOPMENT OF LATIN AMERICA (3)

Problems of economic development in Latin America emphasizing their historical roots and theories that attempt to explain them. Selected policy issues are discussed in relation to a particular country.
Prerequisite: 104 or 105
Offered 1992-93 and alternate years

380s. CURRENT ECONOMIC ISSUES (3)

The use of economic analysis to understand a set of current policy issues chosen by the students and the instructor.
Prerequisite: 104, 105

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of economics.

482s. (POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.
Open only to senior majors in social science departments
Topic for 1991-92: Power and powerlessness: A multidisciplinary inquiry into current research on power, with an emphasis on issues of empowerment in the contemporary world
Prerequisite: Permission of the instructors

490f,s. INDEPENDENT STUDY (4-8)

Education

Assistant Professor:

Elizabeth R. Spencer

Instructor:

Gué P. Hudson

The Department of Education offers teacher certification for Early Childhood (grades K-4), Middle Grades (4-8), and Secondary teachers. Completion of Agnes Scott's approved program leads to initial certification in Georgia; certification in other states may also be obtained. Teacher educa-

tion at Agnes Scott is a college-wide enterprise; students major in a discipline other than Education.

A student interested in teaching should contact the Director of Teacher Education Programs as early as possible in her college career. Students will be assisted in planning necessary courses to fulfill certification requirements.

The programs are designed to include both theoretical understandings of learning processes and instructional content, and practical approaches to classroom planning and management. Internships in the field are required for several courses; summer experiences in programs such as Head Start, day care centers, summer schools and camps are encouraged. In addition, the professional semester involves procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization.

Students involved in the professional semester may not work in off-campus jobs; work performed on-campus must be negotiated after consultation with the Director of the Teacher Education program.

Early Childhood (K-4) Certification Requirements

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College

Education 201, 304, 305, 306, 307, 308, 370, 380, 420, 421, 440EM

Completion of courses designated as special fields for the elementary teacher:

1. One course each in methods of teaching art, music, and physical education (Education 401, 402, 403)
2. Two courses in sciences and mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 117 or 118)
3. Two courses in social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology
4. A program of noncredit directed reading in children's literature (with subsequent evaluation) approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature

Middle Grades (5-8) Certification Requirements

Psychology 121, preferably prior to the junior year

Completion of any major offered by the College

Education 202, 305, 370, 380, 440EM, 460, 461

Methods courses (Education 304, 306, 307, 308) in areas of concentration

Completion of a primary and a secondary area of concentration. The primary area must contain a minimum of 17 semester hours.

The primary areas are:

1. **Language Arts.** Concentration must include English 101 and 102 or 103 and 104, and a program of noncredit directed reading in adolescent literature approved by the Department of Education for the summer before the senior year, or a summer-session course in adolescent literature.
2. **Science.** Concentration must include coverage in at least three of the following areas: physics, biology, chemistry, earth science, physical science. (Education 308 will satisfy one of the areas.)
3. **Social Studies.** Concentration must include History 208 or 209 and a program of noncredit directed reading in geography approved by the Department of Education, or a summer-session course in geography.
4. **Mathematics.** Concentration must include Mathematics 118, 150, 314.

The secondary area of concentration must contain a minimum of 13 semester hours. The secondary areas include language arts, science, social studies, mathematics, art, and music.

Secondary Certification Requirements

Psychology 121, preferably prior to the junior year

Completion of a major in one of the five fields approved for certification:

English, foreign language, mathematics, science, social studies

Education 202 (or 201 with permission of the department), 311, 312, 380, 430, 431, 440S.

English majors: Education 305 (required) and 304 (recommended); a program of

noncredit directed reading in adolescent literature Mathematics majors: Mathematics 150, 314
 Modern foreign language majors: a course in the culture and civilization of the country whose language is being studied, a foreign language methods course.

Elementary/General Music Certification Requirements

Courses required for the major in music
 Music 205 and 311
 Education 201 or 202; 341, 342, 380; 425 or 435; 426 or 436; 440EM or 440S

Choral Music Certification Requirements

Courses required for the major in music
 Music 205 and 311
 Education 202, 341, 342, 343, 380, 435, 436, 440S
 Participation in approved mixed choir ensembles

Additional requirements for Elementary/General Music and/or Choral Music certification:

1. Four years participation in an ensemble most appropriate to the student's major instrument.
2. A minimum of two years participation in a vocal ensemble.
3. At least one ensemble experience in an area that makes use of a secondary performance medium.

201f. (PSYCHOLOGY 209) CHILD PSYCHOLOGY (3)
 See Psychology 209 for description.
 Prerequisite: Psychology 121

202s. (PSYCHOLOGY 210) ADOLESCENT PSYCHOLOGY (3)
 See Psychology 210 for description.
 Prerequisite: Psychology 121

203f. (SOCIOLOGY 217) SOCIOLOGY OF EDUCATION (3)
 See Sociology 217 for description.
 Not offered 1990-91

304f. TEACHING OF COMMUNICATION ARTS - ELEMENTARY (3)
 Designed to develop special techniques in the teaching of reading, writing, speaking,

and listening; and to study materials (including media) used in instruction.
 3 LEC, 1 hour in an elementary classroom per week

305s. TEACHING OF READING - ELEMENTARY (3)
 Effective instructional methods and appropriate media and materials for teaching reading. Diagnosis of reading problems and integration of reading with other content areas are included.
 3 LEC, 1 hour in an elementary classroom per week.

306f. TEACHING OF SOCIAL STUDIES - ELEMENTARY (2)
 Designed to acquaint the student with methods, materials (including media), and content of the social studies program in the elementary school.
 2 LEC, 1 hour in an elementary classroom per week

307s. TEACHING OF MATHEMATICS - ELEMENTARY (3)
 Techniques, media, and materials used in teaching mathematics in the elementary school.
 3 LEC, 1 hour in an elementary classroom per week
 Prerequisite: Mathematics 101 or 117 or 118

308f. TEACHING OF SCIENCE - ELEMENTARY (2)
 Techniques, media, and materials used in teaching science in the elementary school.
 2 LEC, 1 hour in an elementary classroom per week
 Prerequisite: Astronomy 120, 121; or Biology 100, 102, or 105; or Chemistry 101, 101L, 102, 102L; or Physics 110, 111

311s. THE TEACHING PROCESS - SECONDARY (1)
 Teaching strategies and instructional media with application in secondary schools.
 1 LEC, 1 hour in a secondary classroom per week
 Open to majors in English, foreign languages, social studies, mathematics, and sciences. Recommended for juniors and seniors.
 Corequisite: 312

312f. SPECIAL METHODS OF TEACHING - SECONDARY (2)

Methods, materials, and content of secondary school subject-matter areas.

Open to majors in English, foreign languages, social studies, mathematics, and sciences. Recommended for juniors and seniors.

Corequisite: 312

341f. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (3)

Techniques, media, and materials used in teaching music in the elementary school classroom. Instruction on classroom instruments (e.g., guitar, recorder) is provided.

Prerequisite or corequisite: Music 211, 212

Not offered 1990-91

342s. TEACHING MUSIC IN THE SECONDARY SCHOOL (2)

Techniques, media, and materials used in teaching general music, music appreciation, and music theory in the secondary school classroom.

Prerequisite or corequisite: Music 211, 212

Not offered 1990-91

343s. CHORAL METHODS AND MATERIALS (2)

Techniques, media, and literature used in teaching singing ensembles.

Prerequisite or corequisite: 342; Music 182

Not offered 1990-91

370f. CURRICULUM DEVELOPMENT: THEORY AND PRACTICE (2)

Selected authorities who have investigated two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be?

Prerequisite: 304, 305 or 306 or 307 or 308 or 311-312 or permission of the instructor

380f. CHILDREN AND YOUTH WITH SPECIAL NEEDS (3)

Major areas of exceptionality, including identification and teaching of children and youth with such exceptionalities.

3 LEC, 1 hour in a special classroom per week

401s. TEACHING ART IN THE ELEMENTARY SCHOOL (2)

Methods, materials, and techniques used in

teaching art in the elementary school.

Corequisite: 402, 403, 420, 421, 440EM

402s. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (2)

Methods, materials, and techniques used in teaching music in the elementary school.

Corequisite: 401, 403, 420, 421, 440EM

403s. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2)

Methods, materials, and techniques used in teaching physical education in the elementary school.

Corequisite: 401, 402, 420, 421, 440EM

410f,s. SPECIAL STUDY (2-4)

Supervised study in a selected field of education.

THE PROFESSIONAL SEMESTER

With the permission of the Teacher Education Committee, the professional semester is open to students who have shown appropriate scholastic aptitude and personality traits.

Candidates planning for the professional semester must apply for admission to the teacher education program during the spring semester of the junior year. Applications for admission to the teacher education program may be obtained from the Director of Teacher Education Programs. Candidates must fulfill these minimum requirements to be considered for admission to the teacher education program:

1. Cumulative grade-point average of 2.00 or higher
2. Grade-point average in major of 2.00 or higher
3. No grade lower than C in a course required for certification (no pass/fail in certification courses)
4. Appropriate faculty recommendations
5. Demonstrated interpersonal behavior necessary for effective teaching

A student who is denied admission to the teacher education program may appeal the decision.

Elementary School

420s. STUDENT TEACHING, ELEMENTARY CERTIFICATION K-4 (9)

Professional experience for students seek-

ing Early Childhood Certification.
Prerequisite: Psychology 121; 201, 304,
305, 306, 307, 308, 370, 380
Corequisite: 401, 402, 403, 421, 440EM

**421s. PROBLEMS SEMINAR FOR
CERTIFICATION K-4 (2)**
Individual and group study of children and
of curriculum based on experiences in 420.
Corequisite: 420, 440EM

**425s. STUDENT TEACHING, MUSIC
CERTIFICATION (9)**
Professional experience for students inter-
ested in teaching music primarily in the
school classroom.
Prerequisite: 341, 342, 380
Corequisite: 426, 440EM

**426s. PROBLEMS SEMINAR FOR
MUSIC CERTIFICATION (2)**
Individual and group study of children and
of curriculum based on experiences in 425.
Corequisite: 425, 440EM

440EMs. AMERICAN EDUCATION (2)
Historical background and current issues in
education.
Corequisite: 420-421, 425-426, or 460- 461

Middle School

**460s. STUDENT TEACHING, MIDDLE
SCHOOL CERTIFICATION (4-8) (9)**
Professional experience for students seek-
ing Middle Grades certification.
Prerequisite: 305, 370, 380; completion of a
primary and a secondary area of concentra-
tion, and methods courses in areas of con-
centration
Corequisite: 461, 440EM

**461s. PROBLEMS SEMINAR FOR
MIDDLE SCHOOL CERTIFICATION
(4-8) (2)**
Individual and group study of children and
curriculum based on experiences in 460.
Corequisite: 460, 440EM

Secondary School

**430s. STUDENT TEACHING,
SECONDARY SCHOOL
CERTIFICATION (9)**
Professional experience for students seek-
ing secondary certification.
Prerequisite: Psychology 121; 202, 311,

312, 380
Additional prerequisite for English majors:
305
Corequisite: 431, 440S

431s. PROBLEMS SEMINAR (2)
Individual and group study of youth and
curriculum based on experiences in 430.
Corequisite: 430, 440S

**435s. STUDENT TEACHING, CHORAL
MUSIC CERTIFICATION (9)**
Professional experience for students inter-
ested in teaching choral music.
Prerequisite: 341, 342, 380;
September practicum
Additional prerequisites for choral music
students: 343
Corequisite: 436, 440S
Not offered 1991-92

**436s. PROBLEMS SEMINAR FOR
CHORAL MUSIC CERTIFICATION (2)**
Individual and group study of children and
curriculum based on experiences in 435.
Corequisite: 435, 440S
Not offered 1991-92

440s. AMERICAN EDUCATION (2)
Historical background and current issues in
education.
Corequisite: 430-431 or 435-436

English

Professors:

Bona W. Ball
Linda L. Hubert, Chair
Jack L. Nelson
Patricia G. Pinka (*on leave spring, 1991-92*)

Assistant professors:

Christopher Ames
Christine Cozzens
Steven Guthrie
Peggy Thompson

The curriculum of the Department of English is constructed to give the student a breadth of knowledge and a depth of understanding of English and American literature. It also provides her with the opportunity to learn to read literature with perception and delight, to write about it criti-

cally and imaginatively, and to develop her abilities as a creative writer. Freshman English is a service course for the College in which a student sharpens her writing skills and improves her critical and analytical reading.

A student majoring in English is required to take work in five of six areas: medieval literature and linguistic studies, sixteenth-century English literature, seventeenth- or eighteenth-century English literature, nineteenth-century English literature, twentieth-century literature, and American literature. She has a choice of courses within each area.

In addition to the basic English major, the department offers an interdisciplinary major in English Literature-Creative Writing. Interdisciplinary majors are offered also in Art History-English Literature and in History-English Literature.

With the approval of the department and the Curriculum Committee, a student may design a program of concentrated study in which she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies. The department provides the opportunity for its majors to study at British universities in the junior year and to participate in internships in the senior year.

The Writing Workshop

At the Writing Workshop (located in Buttrick Hall 306), trained student tutors and the workshop director, a faculty member, assist students working on papers or other writing assignments for courses (see pg. 7).

Requirements for the Major

One of the following (or equivalent): 211, 212, 213, 214. The department urges students considering a major in English to elect a yearlong survey of British or American literature in the sophomore year. English 101-102 or 103-104 are not included in the hours taken for the major. Six hours in creative writing or advanced composition may be counted towards the major hours.

English 480 and one course from five of the six areas:

306, 308, 309
313, 314, 316
318, 319, 328, 329,

321, 322, 338
331, 332, 333, 334
320, 323, 336

ENGLISH LITERATURE- CREATIVE WRITING:

One of the following (or equivalent): 211, 212, 213, 214

Literature courses required:

One course each from four of the six 300-level areas listed above

Creative Writing courses required:

Three of the following: 201, 202, 203, 341, 342, 345

One of the following: 415, 490

Courses recommended for the major: 480

Requirements for the Minor

A minor in English must contain at least 18 hours excluding credits received for freshman composition. The student may design her own program to reflect a particular interest or emphasis, such as a focus on a genre or literary period. The program must have the approval of the chair of the Department of English.

English 101 and 102 are the basic courses for all other work in the department, except for students admitted to English 103 and 104. A student is admitted to English 103 and 104 by the chair of the department on the basis of the CEEB verbal score, English Achievement Test score, and secondary school record.

101f.s. LITERATURE AND COMPOSITION (3)

Combines the writing of analytic, expository and research papers with the close, critical reading of literature by authors of diverse cultural backgrounds. Works studied include short stories, novels, drama, poetry, and, less frequently, nonfiction essays and film.

Provides orientation to library and computer facilities.

Frequent individual conferences.

101Lf.s; 102Lf.s. WRITING LABORATORY (0)

The Writing Laboratory (usually taken in conjunction with English 101 and 102) develops skills that provide a foundation for all written course work at Agnes Scott. The course familiarizes students with the writing process through reading, writing, discussions, word processing exercises, and

conferences.

Students work with the instructor on their writing assignments for other courses. Enrollment in the lab is limited and is determined by the Department of English.

- 102f.s. LITERATURE AND COMPOSITION** (3)
Continuation of 101.
Prerequisite: 101

- 103f. HONORS LITERATURE AND COMPOSITION** (3)
Approaches to literary texts designed for the student with special talent and interest in English. Writing of critical and imaginative papers on literature and film. Provides orientation to library and computer facilities. Frequent individual conferences.

- 104s. HONORS LITERATURE AND COMPOSITION** (3)
Continuation of 103.
Prerequisite: 103

- 210s. ADVANCED COMPOSITION** (3)
Expository writing for the student who wishes to develop and refine her use of language and her understanding of the writing process. Includes an introduction to theories of teaching writing.

LITERATURE

English 211, 212, 213, or 214 is a prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking 200-level courses upon recommendation of her instructor in English 101-102 or 103-104.

- 211f. MAJOR BRITISH WRITERS, c. 1350 to 1674** (3)
Major literary texts in historical context and sequence. Writers include Chaucer, Spenser, Shakespeare, Donne, and Milton.

- 212s. MAJOR BRITISH WRITERS, 1674 TO THE PRESENT** (3)
A continuation of English 211. Writers will be chosen from a group including Swift, Pope, Austen, Wordsworth, Keats, Tennyson, Browning, Yeats, and Eliot.

- 213/331f. EARLY AMERICAN**

WRITERS (3)

The story of American writers from the colonial beginnings to the American Renaissance. Texts considered in historical, social, and intellectual context. Writers include Bradstreet, Wheatly, Irving, Poe, Emerson, Hawthorne, and others. Students in 213 and 331 will attend classes together most of the term, but advanced students will be expected to do work of greater sophistication and difficulty. Special focus on Melville in 331.

- 214. MODERN AMERICAN WRITERS** (3)
American literature from the second half of the nineteenth century to the present. Selected readings from such diverse writers as Dickinson, Twain, James, Cather, Hurston, Baldwin, Roth and others.

- 301f. PROSODY** (1)
A close study of metrics and other aspects of form in poems.
Offered in 1991-92 and alternate years

- 306f. CHAUCER** (3)
The Canterbury Tales and selected pre-*Canterbury* works.

- 308s. HISTORY OF THE ENGLISH LANGUAGE** (3)
The origins and development of the language, from Anglo-Saxon to modern English.
Offered 1991-92 and alternate years

- 309s. DANTE** (3)
The Divine Comedy in translation.
Offered 1992-93 and alternate years

- 313f. SHAKESPEARE** (3)
The comedies and histories.

- 314s. SHAKESPEARE** (3)
The tragedies.

- 315f. RENAISSANCE TRAGEDY** (3)
Emphasis on the tragedies of Shakespeare in the context of the works by contemporary dramatists including (but not limited to) Kyd, Webster, Middleton, and Ford. In addition to reading these plays in historical and social contexts, the class will explore tragedy as a dramatic genre.
Not open to students who have taken 314

- 316. SIXTEENTH-CENTURY ENGLISH**

- POETRY** (3)
A study of the major poetic theories, forms and works of Tudor England. Selections from *The Faerie Queen*, some early English sonnets, *The Defense of Poesy* and the sonnet sequences of Sidney, Spenser, and Shakespeare.
- 318f. POETRY AND PROSE OF THE SEVENTEENTH CENTURY** (3)
Emphasis on the writings of Donne, Jonson, Herbert, Herrick, Marvell, Bacon, and Browne.
Offered 1992-93 and alternate years
- 319s. MILTON** (3)
Most of the English poetry and selections from the prose.
- 320f. MODERN POETRY** (3)
Study of British and American poetry of the twentieth century, with a focus on the early modernist period. Poets studied include Yeats, Eliot, Williams, H.D., Marianne Moore, Wallace Stevens, and Langston Hughes.
- 321f. ENGLISH ROMANTIC POETRY** (3)
Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron.
- 322s. VICTORIAN POETRY** (3)
Tennyson, Browning, Arnold, and Hopkins.
Offered 1991-92 and alternate years
- 323s. MODERN AND CONTEMPORARY DRAMA** (3)
A selection of plays by playwrights from Ibsen to the present, with concern for the relationship between text and performance.
Offered 1991-92 and alternate years
- 328. RESTORATION AND EIGHTEENTH-CENTURY LITERATURE** (3)
Emphasis on satire and prose fiction from 1660-1800. Authors chosen from Dryden, Swift, Pope, Fielding, Richardson, Johnson and Austen, as well as writers who traditionally have been neglected.
Not open to students who have taken 327
- 329s. ENGLISH DRAMA FROM MARLOWE TO SHERIDAN** (3)
A survey of major works including plays by Webster, Jonson, Middleton, Dryden, Behn, Congreve and Goldsmith. Attention paid to cultural contexts as well as evolving literary traditions.
- 331f. See ENGLISH 213**
- 332f. REALISM AND NATURALISM IN AMERICAN LITERATURE** (3)
Emphasis on figures writing from 1880 to 1920, who express the dominant literary modes of the time, with attention to their influence on later writers. Authors include Twain, James, Wharton, O'Neill, Crane, and others.
Offered 1992-93 and alternate years
- 333s. TWENTIETH-CENTURY AMERICAN FICTION** (3)
Focus on fiction from 1920 to the present, including the work of such writers as Hemingway, Fitzgerald, Ellison, Malamud, Oates, and others.
Offered 1992-93 and alternate years
- 334f. SOUTHERN LITERATURE** (3)
Readings in the literature of the American South of the twentieth century with emphasis on such figures as Ransom, Faulkner, Warren, O'Connor, Welty, and Walker.
Offered 1991-92 and alternate years
- 336s. THE MODERN BRITISH NOVEL** (3)
Study of twentieth-century novels with an emphasis on modernist experimentation with novel form. Writers studied generally include Conrad, Foster, Joyce, Woolf, Lawrence, Waugh and Beckett.
- 338s. THE ENGLISH NOVEL FROM THE BRONTËS TO HARDY** (3)
Emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century.
Offered 1992-93 and alternate years
- 410f.s. SPECIAL STUDY** (2-4)
Selected texts to meet the interests of individual students.
- 480f. SENIOR COLLOQUIUM** (2)
Weekly meetings of faculty and senior English majors to discuss topics relevant to

the study of literature in all periods. Particular topics will be designated each year.

490f,s. INDEPENDENT STUDY IN ENGLISH OR AMERICAN LITERATURE (4-8)

CREATIVE AND EXPOSITORY WRITING

201s. NARRATIVE WRITING (3)

Principles and forms of narrative writing. Illustrative readings and frequent writing. Prerequisite: permission of the instructor

202f. POETRY WRITING (3)

The craft of poetry, taught through regular written assignments and readings in such contemporary poets as Adrienne Rich, Sharon Olds, Rita Dove and Carolyn Forché.

203f. (THEATRE 203) PLAYWRITING (3)

See Theatre 203 for description.

205f. WRITING FICTION (3)

Guest-taught workshop in the writing of fiction, designed to make participants better readers as well as writers. Focus on providing structure for new projects or assistance with works-in-progress.

340f. NONFICTION WORKSHOP (3)

Guidance in writing forms of nonfiction such as the essay, the journalistic article, technical writing, research reports, business writing and autobiography. Emphasis on presentation and discussion of student work, revision, editing and classroom publishing.

Prerequisite: permission of the instructor

341f. WRITING WORKSHOP: FICTION (3)

Guidance in revising and preparing material. Individual conferences and group workshop sessions.

Prerequisite: 201

342s. POETRY WORKSHOP (3)

Presentation and discussion of student work, with additional resources (readings, poetic exercises) as needed.

Prerequisite: 202 or permission of the instructor

345s. (THEATRE 345) PLAYWRITING WORKSHOP (3)

See Theatre 345 for description.

415f,s. ADVANCED CREATIVE WRITING (3)

Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama.

Prerequisite: 341, 342, 345 or permission of the instructor

490f,s. INDEPENDENT STUDY IN WRITING (4-8)

French

Professor:

Regine P.A. Reynolds-Cornell, Chair

Associate professors:

Christabel P. Braunrot

Huguette D. Chatagnier

Assistant professor:

Rosemary Eberiel

The Department of French has as its goals accuracy and fluency in the written and spoken language as well as knowledge and appreciation of the literature and culture of France.

New students electing French will, with very few exceptions, be asked to take a placement test. Students placing at the level of French 235 will have satisfied the Specific Standard of the intermediate level of a foreign language. Either of the two intermediate courses, French 201 or 230, also satisfies that Specific Standard.

A French literature course on the 300 level satisfies the Distributional Standard of literature in the language of its composition. French 235 is the prerequisite for all French literature courses but does not satisfy the Distributional Standard of literature in the language of its composition.

Students, if qualified, may spend the junior year or, should that be unfeasible, a semester in France on an approved program. Interested students should consult the department chair early in the sophomore year.

An assistant comes from France each year to live on the French Hall with students interested in perfecting their French and in knowing more about France today. She joins students in the dining hall around a "table française," with students at all levels of French proficiency.

The department recommends for the French major the following electives in other departments: History 100, 309; Classics 309, 310; English 211; Art 103, 308; Philosophy 206, 209, 210; another foreign language.

Requirements for the Major

235, 305, 306, 336, 357, or 372, and a minimum of 8 additional hours on the 300 level. These elective courses should be representative of various centuries and genres. Entering students whose foreign language proficiency is equivalent to one year of foreign language at the college level need 27 additional hours of foreign language credit above the 100 level to satisfy the requirements for a major; students entering with the equivalent of two years of foreign language at the college level need 24 additional hours above the Agnes Scott College intermediate level. This applies only to those students declaring a major in a foreign language and remaining in that major until graduation.

Requirements for the Minor

A minimum of 18 hours of courses beyond French 102. The recommended sequence: French 201, 230, 305, 306, 308.

Students exempting French 201 will take French 207. Students may also register for Translation or Business French courses at an approved institution.

The French Department strongly recommends a 4-week Intensive Summer Session at the Centre International de l'Université de l'Ouest in Angers whose courses will satisfy the required courses listed above, subject to approval by the chair of the department.

The needs of each student will be examined individually by the chair of the department.

101f. ELEMENTARY FRENCH (4)

For students who begin French in college. Introduction to the French language and culture. Four class periods followed by a session of oral practice.

102s. ELEMENTARY FRENCH (4)

Continuation of 101; 101 and 102 are the equivalent of two years of secondary school preparation.

105s. INTRODUCTION TO FRENCH PHONETICS (1)

Prerequisite: 101 or permission of instructor

201f,s. INTERMEDIATE (5)

Practice in the aural, oral, and written use of the language. Training in the essentials of grammar. Study of some representative types of French literature.

207f,s. INTERMEDIATE FRENCH CONVERSATION (2)

Prerequisite: 201 or 230 with a grade of B- or above

230f,s. ADVANCED INTERMEDIATE (5)

This course includes a thorough grammar review and an introduction to selected literary works.
Prerequisite: 201

235f,s. READINGS IN FRENCH LITERATURE (4)

This course develops reading and writing skills through an introduction to literary texts by genre from the Middle Ages to the present.

Prerequisite: 230

Does not satisfy the Distributional Standard of literature in the language of its composition.

305f. ADVANCED FRENCH LANGUAGE STUDY (3)

Composition, stylistics, translation.

Prerequisite: 235

Does not satisfy the Distributional Standard of literature in the language of its composition.

306s. ADVANCED FRENCH LANGUAGE STUDY (3)

Phonetics, conversation.

Prerequisite: 235

Does not satisfy the Distributional Standard of literature in the language of its composition.

308. FRANCE SINCE 1945 (2)

A study of France since World War II, with emphasis on contemporary French society. Prerequisite: 305
Offered 1991-92 and alternate years
Does not satisfy the Distributional Standard of literature in the language of its composition.

336s. SEVENTEENTH-CENTURY FRENCH LITERATURE (3)

"L'Age d'or" (Classicism). Selected words of Descartes, Corneille, Pascal, Molière, Racine, and others.

340s. MEDIEVAL FRENCH LITERATURE (3)

Modern French of La Chanson de Roland, Tristan, Marie de France, Chrétien de Troyes, the Fabliaux, Le Roman de Renard, Le Roman de la Rose, and selected dramatic words.
Offered 1992-93 and alternate years

356s. THE NINETEENTH-CENTURY FRENCH NOVEL (3)

Offered 1991-92 and alternate years

357f. THE TWENTIETH-CENTURY FRENCH NOVEL (3)

Selections from major fiction spanning the twentieth century.
Offered 1992-93 and alternate years

360s. EIGHTEENTH-CENTURY FRENCH LITERATURE (3)

Selected works from the fiction, theatre, and philosophical writings of the "Siècle des Lumières."
Offered 1992-93 and alternate years

371s. A SURVEY OF FRENCH POETRY FROM THE MID- NINETEENTH CENTURY TO THE PRESENT (3)

Offered 1991-92 and alternate years

372f. CONTEMPORARY FRENCH DRAMA (3)

Offered 1991-92 and alternate years

380f. POETRY AND PROSE OF THE FRENCH RENAISSANCE (3)

With particular attention to Du Bellay and

Ronsard, Rabelais, and Montaigne.
Offered 1991-92 and alternate years

383f. FRENCH ROMANTICISM (3)

The Romantic movement in the novel, theatre, and poetry of the nineteenth century.

Offered 1992-93 and alternate years

410f,s. SPECIAL STUDY (2-4)

Supervised to meet the needs of individual students.

490f,s. INDEPENDENT STUDY (4-8)

Qualified students may elect to participate in an Independent Study Program during their senior year. Approval by the French Department and the Committee on Independent Study is necessary.

German

Associate professor:

Ingrid E. Wieshofer

Each course offered emphasizes the communication skills of understanding, speaking and writing German. Cultural as well as linguistic aspects of the German-speaking world are in all classes at all levels. A wide selection of classical and contemporary literary works are read in intermediate and advanced courses.

German is the language of instruction in all literature and culture courses. Majors, minors and other interested students are encouraged to live on the College's German Hall where they can practice their German, aided by a resident teaching assistant from Germany. They are also invited to join the German Club and the German lunch table. The opportunity to study abroad is offered to qualified students; they may participate in a one or two semester exchange program with the University of Mainz at Gernersheim.

Students considering a double major should consult with the department chair as early as possible.

Requirements for the Major

Courses required in the discipline:

100, 101, 200, 201, 210, 212, 214, 222, 401
12 hours of the following: 301, 305, 306, 309, 310, 313, 350

Entering students whose foreign language proficiency is equivalent to one year of foreign language at the college level need 27 additional hours of foreign language credit above the 100 level to satisfy the requirements for a major; students entering with the equivalent of two years of foreign language at the college level need 24 additional hours above the Agnes Scott College intermediate level. This applies only to those students declaring a major in a foreign language and remaining in that major until graduation.

Courses recommended for the major:

Basic courses in European history

Requirements for the Minor

18 hours above the 100 level. While most of a student's courses will be on the 200 level, departmental approval may be given for appropriate 300 level courses.

100f. ELEMENTARY GERMAN (4)

Emphasis on speaking and on understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts.

101s. ELEMENTARY GERMAN (4)

Continuation of 100.

200f. INTERMEDIATE GERMAN (3)

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.

Prerequisite: 101 or equivalent

201s. INTERMEDIATE GERMAN (3)

Continuation of 200.

210f. COMPOSITION (3)

A practical course designed to develop fluency in writing German.

Prerequisite: 201

212f. CONVERSATION (2)

A practical course designed to develop fluency in oral communication.

Prerequisite: 201 or equivalent

214s. PHONETICS (1 or 2)

Theoretical and practical aspects of German pronunciation with intensive drills.

Prerequisite: 101 or permission of the department

222s. INTRODUCTION TO LITERATURE (4)

Emphasis is on lyric poetry in the nineteenth and twentieth centuries, a nineteenth-century *Novelle*, and a contemporary novel.

Prerequisite to all 300-level literature courses

Prerequisite: 201 or equivalent

224s. GERMAN LANGUAGE AND CULTURE (2 or 3)

A course designed for the development of a greater skill in use of contemporary German.

Prerequisite: 210, 212 or permission of the department

German 222 is prerequisite to all 300-level literature courses.

301f. GOETHE'S FAUST (3)

An intensive study of Part I and highlights from Part II.

305f. CONTEMPORARY DRAMA (2 or 3)

Emphasis on Brecht's epic theatre and contemporary Swiss playwrights.

Offered 1991-92 and alternate years

306s. FRANZ KAFKA (2 or 3)

Discussion of major short stories and selections from the novels.

Offered 1992-93 and alternate years

309f. HISTORY OF GERMAN CIVILIZATION (2 or 3)

Major trends from the Middle Ages to World War II.

Offered 1991-92 and alternate years

310s. GERMAN LIFE AND THOUGHT (2 or 3)

Society and culture in the contemporary German-speaking world.

Prerequisite: 309

Offered 1991-92 and alternate years

313s. DRAMA AND NOVELLE OF THE NINETEENTH CENTURY (4)

Reading of representative *Novellen* and dramas from Kleist to Hauptmann.

Offered 1991-92 and alternate years

350f,s. ADVANCED READING (2 or 3)

Subject matter chosen according to student interest and needs.

401s. HISTORY OF GERMAN LITERATURE (4)

Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods.

Offered 1992-93 and alternate years

490f.s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department. Results are presented both orally and in writing.

Global Awareness

Director

George T. Brown, Jr.

Agnes Scott College offers an introductory global awareness program that combines classwork in the fall and spring semesters with a January travel experience. The host countries vary from year to year and have included: France, Mexico, Germany, Hong Kong, and the Soviet Union. Prior language proficiency is required for the Spanish, French, and German speaking destinations. While available to all students who have been at Agnes Scott at least one semester, this program is particularly recommended for sophomores as one of their liberal arts electives. In January 1991 the fees range from \$1,000- \$1,350. (For additional opportunities for international experiences, see "Study Abroad," page 41.)

Besides providing study abroad opportunities, the Global Awareness Program seeks to expand students' knowledge of our global community through on-campus global issues programs, activities involving Agnes Scott's international students who come from all regions of the world, interaction with Atlanta's growing international sector, and internships with an international focus—in Atlanta or abroad.

200f. GLOBAL AWARENESS CONCEPTS (3)

Concepts and theories of culture, cultural diversity, and cross-cultural communications. Discussion of selected themes common to the study of cultures. Preparation for January study-abroad experience. Interdisciplinary perspectives from the social sciences, natural sciences, humanities, and

fine arts. Faculty members include those leading the study-abroad groups.

Prerequisite: 12 hours of Agnes Scott credit
Normally taken as preparation for 201

201 (January/Spring). GLOBAL AWARENESS EXPERIENCE (3)

January study-abroad experience with follow-up spring seminar. Students travel in small groups to a host-country where they experience a new culture, living in local homes. Emphasis on individual living/learning experiences under supervision of Agnes Scott faculty members. Spring seminar (one hour per week) integrates cross-cultural theory and experience. Basic language skills required in most cases. Destinations in Europe, Africa, Asia, and Latin America vary from year to year.

Prerequisite: 200

Special fees required for January travel

History

Professors:

Sarah R. Blanshei

Michael J. Brown, Chair

Penelope Campbell

Associate professor:

Katharine D. Kennedy

Assistant professor:

Michele K. Gillespie

The central purpose of the history curriculum is to give to students who come from a variety of cultural traditions an understanding of the heritage that has been forged for them over many centuries. By offering courses in both western and non-western history, it seeks to deepen each student's appreciation of the achievements and contributions of people from outside her own cultural tradition.

The study of history provides a perspective from which standards that happen to be in vogue in our own day may be seen and judged. By challenging us to understand people who were very different from ourselves, it teaches tolerance and open-mindedness. History students are required to read widely, to think critically, and to strengthen their skills in research and writing. The historical knowledge they acquire provides a framework and a context in which insights from other disciplines—

art, literature, philosophy to name just a few—may be placed and considered. In this sense, history could claim to be one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed. Members of the History Department believe that their courses should be accessible to all students in the College; accordingly, there are no prerequisites for any course in history.

Requirements for the Major

101 and 102 or 110 and 111

A minimum of eight courses beyond the 100 level, only one of which may be at the 200 level

At least one course from each of the following groups:

Early European History: 301, 303, 305, 306, 307, 371, 373

Modern European History: 309, 311, 312, 313, 314, 316, 322

United States History: 325, 326, 327, 328, 329, 330, 333, 334, 338, 339

Non-Western History: 353, 354, 356, 357, 358, 359

An appropriate course below the 300 level may be substituted to satisfy one of the groups. Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

Requirements for the Minor

A minor in history must contain at least 21 hours of work in history. At least fifteen of those hours must be above the 100-level.

The program must reflect a degree of thoughtful planning and coherence.

The program must have the approval of the chair of the Department of History.

101f. EUROPE FROM CHARLEMAGNE TO NAPOLEON (3)

The development of western culture through Renaissance and Reformation, the formation of states, the early development of science, and the age of revolution in England, America, and France.

102s. HISTORY OF MODERN EUROPE (3)

Industrialization, nationalism, feminism, world war, communism, Cold War, and

European integration and their effects on European institutions and society in the nineteenth and twentieth centuries.

110f. INTRODUCTION TO THE ASIAN WORLD (3)

The major civilizations on the Asian continent from the Mediterranean to Japan before the twentieth century.

111s. THE ASIAN WORLD IN MODERN TIMES (3)

The history and politics of Asian societies and their interaction with the West in the twentieth century.

208f. THE UNITED STATES TO 1876(3)

History of the United States from the colonial origins through Reconstruction.

209s. THE UNITED STATES SINCE 1876 (3)

History of the United States since Reconstruction.

212f. THE HISTORY OF ENGLAND (3)

The social and political development of the English people from the Anglo-Saxon centuries through the civil wars of the seventeenth century.

213s. THE HISTORY OF ENGLAND (3)

The experiences of the English people from the reign of King Charles II to the reign of Queen Elizabeth II.

221f. (CLASSICS 221) HISTORY OF GREEK CIVILIZATION (3)

See Classics 201 for description.

222f. (CLASSICS 222) HISTORY OF ROMAN CIVILIZATION (3)

See Classics 202 for description.

305f. MEDIEVAL CIVILIZATION (3)

The emergence of European cultural traditions, political institutions, and social organization between the decline of the Roman Empire and the end of the High Middle Ages.

306s. THE RENAISSANCE (3)

The civilization of Italy and of Northern Europe from the time of Dante to the time of Shakespeare.

Offered 1992-93 and alternate years

- 307s. THE REFORMATION (3)**
Changes in church, state, and society from the time of Luther to the end of the wars of religion.
Offered 1991-92 and alternate years
- 309f. THE FRENCH REVOLUTION AND NAPOLEON (3)**
The causes and events of the French Revolution and its impact upon Europe; the career of Napoleon Bonaparte.
- 311s. NINETEENTH-CENTURY EUROPE (3)**
Europe from the Congress of Vienna to the eve of World War I with emphasis on industrialization, liberalism, nationalism, and imperialism.
Not offered 1991-92
- 312. HISTORY OF THE SOVIET UNION (3)**
Revolution, reform, stagnation, and ethnicity in Russian and Soviet politics, culture, economy, and society from 1905 to the present.
- 313f. EUROPE FROM 1914 TO 1945 (3)**
World War I, the Russian Revolution, Nazism, the interwar years, and World War II with emphasis on ideology, politics, and diplomacy.
- 314s. (POLITICAL SCIENCE 314) EUROPE SINCE 1945 (3)**
Social, economic, and cultural change and foreign affairs in Western Europe, Eastern Europe, and the Soviet Union.
- 322f. (WOMEN'S STUDIES 322) WOMEN IN MODERN EUROPEAN HISTORY (3)**
The changing roles of European women at home, at work, in public life, and in the arts from the Renaissance to the present.
Offered 1991-92 and alternate years
- 325f. THE AMERICAN REVOLUTION AND EARLY NATIONAL PERIOD, 1763-1815 (3)**
The severance of the political, social, and economic ties with England and the development of a national identity.
- 326s. JACKSONIAN AMERICA AND THE CRISIS OF THE UNION, 1815-1860 (3)**
Economic, political, and social change in

american from the rise of Jacksonian democracy and the struggle over slavery to the outbreak of the civil war.
Offered 1992-93 and alternate years

- 328. THE OLD SOUTH (3)**
The history of the American South from the earliest encounters of Native Americans, Europeans, and Africans through the Civil War. Topics will include cultural conflict and exchange, slavery and racism, class conflict, southern women, and politics.
Not offered 1991-92
- 329s. THE NEW SOUTH (3)**
Political, economic, and cultural changes in the South since the Civil War.
Offered 1992-93 and alternate years
- 330s. (WOMEN'S STUDIES 330) THE HISTORY OF WOMEN IN AMERICA (3)**
Women's changing public and private roles in American society with emphasis on race, class, and ethnicity.
Offered 1991-92 and alternate years
- 333. AFRICAN-AMERICAN HISTORY (3)**
The History of Black Americans from their arrival in the New World in the seventeenth century to the Civil Rights Movement of the 1960's.
Offered 1991-92 and alternate years
- 334s. (POLITICAL SCIENCE 332) THE UNITED STATES FROM 1914 TO 1945 (3)**
World War I, the New Era of the 1920s, the New Deal, and World War II.
Offered 1991-92 and alternate years
- 338f. (POLITICAL SCIENCE 340) THE UNITED STATES SINCE 1945 (3)**
Domestic change and international involvements since World War II.
Offered 1992-93 and alternate years
- 340s. (POLITICAL SCIENCE 328) U.S.-LATIN AMERICAN RELATIONS (3)**
See Political Science 328 for description.
- 353s. SOUTH ASIA (3)**
History of the Indian Subcontinent from ancient times to the present, with particular attention to British rule, the indepen-

dence movement, and contemporary public issues in Pakistan, India, and Bangladesh.
Offered 1991-92 and alternate years

354s. TOPICS IN AFRICAN AND ASIAN HISTORY (3)
Offered 1992-93 and alternate years

356f. THE UNITED STATES AND CHINA (3)
American-Chinese relations from Washington to Nixon; American interests and Chinese responses during the last two centuries.
Offered 1992-93 and alternate years

357f. THE UNITED STATES AND JAPAN (3)
The historical relationship from Admiral Perry to President Nixon.
Offered 1991-92 and alternate years
Not open to students who studied this subject as a topic under 354.

358f. CIVILIZATION OF BLACK AFRICA (3)
The history, culture, society, and economy of the African people south of the Sahara prior to western domination.

359s. (POLITICAL SCIENCE 359) CONTEMPORARY AFRICA SOUTH OF THE SAHARA (3)
Independence and liberation movements; political, economic, and social trends since the mid-twentieth century.

371s. ENGLAND UNDER THE TUDORS (3)
The history of England from 1485 to 1603 with emphasis upon the break from Rome under Henry VIII and the beginning of England's imperial role under Queen Elizabeth I.
Offered 1991-92 and alternate years

373s. ENGLAND UNDER THE STUARTS (3)
The history of England in the seventeenth century, emphasizing the religious, social, and political concepts carried to America by the early colonists.
Offered 1992-93 and alternate years

410f.s. SPECIAL STUDY (2-4)
Supervised study in some field or period of history.

490f.s. INDEPENDENT STUDY (4-8)
Independent research under the supervision of a member of the department.

Interdisciplinary Majors & Courses

The College offers eight established interdisciplinary major programs: Art History-English Literature, Art History-History, Biology-Psychology, History-English Literature, International Relations, Latin American Studies, Mathematics-Economics and Mathematics-Physics. A student interested in other interdisciplinary work may design her own major in consultation with the associate dean of the College.

Courses

INTD 100s. INFORMATION SCIENCE (3)

A conceptual framework for using micro-computers as significant information machines for the realization of ideas.

INTD 401s. ISSUES IN SCIENCE AND TECHNOLOGY (3)

An integrative examination of motivation and impact related to scientific and technological advances.
Topic for 1991-92: The Human Dimension of Science and Technology
An investigation of personal, social, and institutional perspectives of benefits and dilemmas related to scientific and technological advances.

Majors

Art History - English Literature
Advisors:

Associate Professor McGehee, Chair,
Department of Art
Professor Hubert, Chair, Department of English

This major provides an integrated study of art history and literature with concentration in

specific historical periods. Students will offer a minimum of 21 semester hours in art and 15 semester hours in English and American literature above the 200 level. Other courses may be elected in art history, studio art, and English and American literature not to exceed a combined total of 60 semester hours.

Basic Courses Required

English 101 and 102 or 103 and 104
Art 102, 103, 161

Required Courses in Historic Periods

ANCIENT

One of the following courses in art history and theory: Art 201, 301 or a related 320 topic with permission of the department chair

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history and theory: Art 202, 203, 205, 206, 301, 304 or a related 320 topic with permission of the department chair

One course in medieval literature: English 306, 308, 309

One course in Renaissance literature: English 313, 314, 316

One course in seventeenth- and eighteenth-century literature: English 318, 319, 328, 329

AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history: Art 207, 208, 307 or a related 320 topic with permission of the department chair

Two of the following courses in literature: English 320 or 323 or 336, 321 or 322 or 338, 331, 332, 333 or 334

Art History • History

Advisors:

Associate Professor McGehee, *Chair*,
Department of Art

Professor Brown, *Chair*, *Department of History*

The purpose of this major is to provide the student with a general knowledge of Western history, art history, and the fundamentals of studio art; and with the opportunity for a more detailed study of these subjects in specific historical periods. Prescribed courses in the Departments of Art and History total 42 hours, including 21 hours in art and 21 hours in history. The student will offer in addition at least another 3 hours of history at the 300 level in order to present a minimum of 18 hours in advanced history courses. Other courses may be elected in art history and studio art, not to

exceed a combined total of 60 semester hours.

Basic Courses Required

History 101 and 102
Art 102, 103, 161

Required Courses in Historic Periods

ANCIENT

One of the following courses in art history and theory: Art 201, 301 or a related 320 topic with permission of the department chair

One of the following courses in history: History 221, 222, 301, 303

MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history and theory: Art 202, 203, 205, 206, 301, 304 or a related 320 topic with permission of the department chair

Two of the following courses in history: History 305, 306, 307

AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history: Art 207, 208, 307 or a related 320 topic with permission of the department chair

One of the following courses in history: History 309, 311, 313, 314, 316, 322

One of the following courses in history: History 325, 326, 328, 329, 330, 333, 334, 338

Biology • Psychology

Advisors:

Associate Professor Pilger, *Chair*,
Department of Biology

Professor Carden, *Chair*, *Department of Psychology*

This major is offered to provide an integrated study of the behavior of humans and other animals. Students will offer a minimum of 24 semester hours in biology and 18 in psychology, as well as the one-hour interdisciplinary seminar. Other courses may be elected in the two fields, not to exceed a combined total of 60 semester hours.

Basic Courses Required:

Biology 100, 105
Psychology 121
Biology 200, 204, 206, 300, 305, 481 (Psychology 481)
Psychology 220, 306, 307, 405, 481 (Biology 481)
Chemistry 101, 101L, 102, 102L

Suggested Courses:

Biology: 208, 302, 306
Psychology: at least one course in each of

INTERDISCIPLINARY MAJORS & COURSES

the following areas of psychology:
Social 130, 305
Personality and Abnormal 310, 312, 316, 406
Developmental 209, 210, 324

It is strongly recommended that students who plan to pursue graduate work combining these two fields take Chemistry 202 with laboratory.

History - English Literature

Advisors:

Professor Brown, *Chair, Department of History*

Professor Hubert, *Chair, Department of English*

This major is offered to provide an integrated study of history and literature. Students will offer a minimum of 15 semester hours in European, English, and American history above the 100 level and 15 semester hours in English and American literature above the 200 level. Other courses may be elected in history and literature, not to exceed a combined total of 60 semester hours, and in appropriate correlative studies.

Basic Courses Required:

English 101 and 102 or 103 and 104

History 101 and 102 or 208 and 209 or 212 and 213

Required Courses in Historic Periods:

MEDIEVAL AND EARLY MODERN EUROPEAN

Two of the following:

History 305, 306, 371, 373

One of the following:

English 306, 308, 309

One of the following:

English 313, 314, 316

One of the following:

English 318, 319, 328, 329

Appropriate correlative studies: Art 308,

Art 309, Bible 352, Music 302, Philosophy

206, Philosophy 209, Philosophy 310,

Theatre 308

AMERICAN AND MODERN EUROPEAN

One of the following: History 309, 311,

313, 314, 316, 322

Two of the following: History 325, 326,

328, 329, 334, 338

Two of the following: English 320 or 323

or 336; 321 or 322 or 338; 331 or 332 or

333 or 334

Appropriate correlative studies: Art 304,

Art 305, Bible 110, Bible 307, Music 205,

Music 304, Music 305, Philosophy 305,

Philosophy 308, Theatre 310, Theatre 312, Theatre 314

Mathematics - Economics

Advisors:

Associate Professor Leslie, *Chair, Department of Mathematics*

Associate Professor E. Johnson, *Chair, Department of Economics*

Requirements for the Major

Economics 104, 105, 203, 206, 207

Mathematics 118, 119, 205, 206, 305, 309

Either Economics 338 or Mathematics 328

An additional three elective courses in mathematics or economics are required with at least one in economics. These courses must be at the 200-level or above and must be approved by the advisors to the major in the respective departments.

Mathematics - Physics

Advisors:

Associate Professor Leslie, *Chair, Department of Mathematics*

Associate Professor Sadun, *Chair, Department of Physics and Astronomy*

This major is offered to provide an integrated study of mathematics and its application in theoretical physics. Students will offer at least 27 semester hours in mathematics and 23 semester hours in physics. Other courses may be elected in mathematics and physics, not to exceed a combined total of 60 semester hours.

Basic Courses Required:

Mathematics 205, 206, 309 (the additional hours must be approved by the Department of Mathematics)

Physics 110, 111, and 15 additional hours as approved by the Department of Physics and Astronomy

International Relations

Advisor:

Assistant Professor Cunningham, *Department of Economics*

International Relations is the study of the relations among both nations and nongovernmental parties. The comprehension of these relationships relies upon the perspectives, theories,

insights, and methods of a number of different disciplines. This major draws primarily from the disciplines of economics, history, and political science

A prospective major should consult the advisor of the program in order to develop a course of study with an appropriate balance among the disciplines of economics, history, and political science. She should acquire proficiency in a foreign language, especially if she plans to study abroad. It is also recommended that a student complete the intermediate level of a second foreign language.

International Relations majors are encouraged to participate in the various intercultural courses offered through the Global Awareness Program and to take advantage of other opportunities to study abroad.

Requirements for the Major

(Minimum of 36 hours, maximum of 60 hours)

INTRODUCTORY COURSES

Political Science 103 and 105

Economics 104 and 105

These should be taken during the first and sophomore years. Students who want to focus on Asia should take History 110 and 111; students who want to focus on Europe should take History 101 and 102; students who want to focus on Latin America should take Political Science 107.

THEORY COURSES

Four courses, at least three of which must be in one discipline:

Political Science 322, 326, 354, 380, 385, 399 Economics 315, 316, 334, 350, 351

GEOGRAPHIC AREAS

Four courses from among three of the following groups:

Europe and the Soviet Union: History 311, 312, 313, 314

Asia: History 352, 353, 355, 356, 357

Africa: History 358, 359

Latin America: Political Science 328, 329, 342, Economics 360

LANGUAGE

One course beyond the intermediate level in a modern foreign language (does not count toward the major).

Additional courses that count toward the major

Students may take up to eight courses from the following:

Economics: 315, 316, 334, 350, 351

History: 311, 312, 313, 352, 353, 354, 356, 357, 358, 359

Political Science: 322, 326, 354, 378, 380, 399

With the director's approval, other courses may be counted toward the major.

Courses recommended for the major

Proficiency in a foreign language, especially if study abroad is planned. Completion of the intermediate level of a second foreign language.

Latin American Studies

Advisor:

Associate Professor Montgomery,

Department of Political Science

The program in Latin American Studies seeks to give students a broad, integrated knowledge of Latin America history, society, politics, economics, culture; an understanding of the profound differences and occasional commonalities between North America and its neighbors to the south; an appreciation of the richness and diversity of Latin American society and peoples; and, to encourage the achievement of proficiency in the Spanish language. By so doing, the program seeks to equip students for graduate study, teaching, and/or careers in the public or private sector where knowledge of our neighbors to the south is a prerequisite.

Basic Courses Required:

Political Science 107(Spanish 102) and Political Science 320

Requirements for the Major

At least one course must be taken from each of the following groups:

Anthropology: 303, 304

Economics: 334, 360

International Politics: Political Science 328 (History 340), 329

Latin American Literature: Spanish 344, 354

All majors must complete a minimum of 24 hours in addition to the basic courses, not to exceed a total of 60 semester hours. Majors must take at least one topics course. A minimum of 12 hours beyond the basic courses must be completed at Agnes Scott College. All students must take two courses in Spanish beyond the intermediate level or demonstrate

proficiency in Spanish as determined by the Department of Spanish.

A major research paper must be defended orally during the second semester of the senior year before two members of the faculty. The paper may be written in connection with one of the 300-level courses listed below, prior to the last semester, or by taking Political Science 490 or its equivalent in another department, with the permission of that department and the advisor of Latin American Studies.

Other courses in Latin American Studies:

Political Science 211 (Sociology 214, Spanish 206), 290 (Spanish 290), 342 (Bible and Religion 350)

Additional courses that count toward the major

Students may take up to three courses from the following:

Political Science 322, 354 (Philosophy 305)

Economics 315 (Political Science 315), 350, 351

Spanish 311

Mathematics

Associate professors:

Robert A. Leslie, Chair
Myrtle H. Lewin

Assistant professors:

Lawrence H. Riddle
Daniel F. Waggoner

The curriculum in the Department of Mathematics is designed to help students think clearly and logically; to analyze problems; to understand and be able to use the language, theory, and techniques of mathematics; and to develop skills and acquire mathematical tools needed in the application of mathematics.

The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and professional employment. A student interested in mathematics and either physics or economics is invited to consider a mathematics-physics or mathematics-economics major.

Requirements for the Major

205, 206, 305, 321, 480

A minimum of five courses at the 300 level or above, excluding 480

One course from each of the following groups:

315, 331, 352 and 309, 312, 328

Students who are planning to major in mathematics should take calculus at the appropriate level in the freshman year.

115 is not counted toward the minimum 30-hour major if taken after completion of 328.

101 and 150 are not counted toward the minimum 30-hour major.

Requirements for the Minor

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major. A student planning a minor in mathematics is required to consult with the Department to insure the coherence and relevance of the program of study planned.

Mathematics 205

At least three additional courses at the 200 or 300 level, one of which must be at the 300 level.

101f.s. FINITE MATHEMATICS (3)

Topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, linear programming, mathematical models, and financial mathematics.

104s. INTRODUCTION TO MATHEMATICAL THOUGHT (3)

An introduction to some of the major themes and ideas in mathematics, methods used in their applications and their historical context.

115s. ELEMENTARY STATISTICS (3)

Statistical measures and distributions, probability and its application to statistical inference, linear correlation, hypothesis testing, confidence intervals, and applications in the natural and social sciences.

Does not satisfy Distributional Standard in Mathematics

117f.s. PRECALCULUS (4)

Topics to include algebra, trigonometry, functions, and analytic geometry.

118f,s. CALCULUS I (4)

An introduction to limits, differentiation, and integration with applications.

119f,s. CALCULUS II (4)

Continuation of 118 to include the integral and its applications, logarithmic and exponential functions, trigonometric and hyperbolic functions, and techniques of integration.

Prerequisite: 118

150f,s. INTRODUCTION TO COMPUTER PROGRAMMING (2)

An introduction to computers, principles of problem solving in a structured programming environment, programming techniques, and applications.

Does not satisfy Distributional Standard in Mathematics.

205f,s. CALCULUS III (4)

Continuation of 119 to include indeterminate forms, Taylor's formula, improper integrals, sequences and series, parametric curves, vectors, lines and planes.

Prerequisite: 119

206s. LINEAR ALGEBRA (4)

Vector spaces, linear transformations, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.

Prerequisite or corequisite: 205 or permission of the instructor

210f. DISCRETE STRUCTURES (3)

Basic concepts and techniques of the mathematics of discrete structures. Topics selected from sets, equivalence relations, elementary algebraic structures, enumeration, recurrence relations, generating functions, graphs, trees, Euler circuits, and the inclusion-exclusion principal.

This course includes mathematical topics of particular value to students interested in computer science.

Prerequisite: 118 or permission of the instructor.

250s. INTERMEDIATE COMPUTER PROGRAMMING (3)

Design of well-structured algorithms and their implementation in Pascal, modular programming techniques, the effective use of the fundamental data structures including records and files, and an introduction

to dynamic data structures.

Prerequisite: 118, 150 or permission of the instructor

305s. CALCULUS IV (4)

Continuation of 205 to include vectors, curves, surfaces, partial differentiation, multiple integrals, and introduction to vector analysis.

Prerequisite: 205, 206 or permission of the department chair

309f. DIFFERENTIAL EQUATIONS (4)

First and second order differential equations, higher order, linear, ordinary differential equations, existence and uniqueness theorems and applications.

Prerequisite: 205

Offered 1991-92 and alternate years

312s. NUMERICAL ANALYSIS (4)

A study of numerical methods in mathematics to include numerical solutions of equations, linear and nonlinear systems of equations, numerical differentiation and integration, and curve fitting.

Prerequisite: 205, 250 or permission of the instructor

Offered 1991-92 and alternate years

314f. INTRODUCTION TO MODERN GEOMETRY (4)

Affine, projective, and Euclidean geometries and their postulational development.

Prerequisite: 205

Offered 1991-92 and alternate years

315s. TOPOLOGY (4)

Topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of $\mathbb{R}^n$.

Prerequisite: 205

Offered 1992-93 and alternate years

321f. INTRODUCTION TO MODERN ABSTRACT ALGEBRA (4)

Important algebraic structures, including groups, rings, integral domains, and fields.

Prerequisite: 205

325f. MATHEMATICAL MODELS AND APPLICATIONS (4)

Mathematics that emphasize the development of techniques of model building.

Applications to illustrate the techniques

are drawn principally from the natural and social sciences.

Prerequisite: 205

Offered 1992-93 and alternate years

328s. MATHEMATICAL STATISTICS AND PROBABILITY (4)

Basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications.

Prerequisite: 205

Offered 1992-93 and alternate years

331f. FUNDAMENTALS OF REAL ANALYSIS (4)

The topology of the real number system, and the axiom of completeness. Rigorous development of some central ideas in analysis, including limits, continuity of functions, and convergence of sequences and series.

Prerequisite: 205

Offered 1992-93 and alternate years

350s. DATA STRUCTURES AND ALGORITHM ANALYSIS (4)

Some fundamental algorithms in computer science and their associated data structures. Formal approach to the verification of algorithms, with an emphasis on space and time considerations. Topics to be covered include stacks, queues, linked lists, trees, graphs, searching and sorting techniques, and numerical algorithms.

Prerequisite: 119 or permission of the instructor, 210 and 250

Offered 1991-92 and alternate years

352s. INTRODUCTION TO COMPLEX ANALYSIS (4)

The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus.

Prerequisite: 205

Offered 1991-92 and alternate years

410f,s. SPECIAL STUDY (2-4)

Open to majors only

480f. MATHEMATICS SEMINAR (1)

490f,s. INDEPENDENT STUDY (4-8)

Music

Professor:

Ronald L. Byrnside

Associate professors:

Calvert Johnson

Theodore K. Mathews

Instructor:

Rowena S. Renn

The Department of Music provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of nonmajors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal education.

Requirements for the Major

Courses

A minimum of 14 hours in music theory consisting of 111, 112, 211 and 212 or 211, 212 and two 300-level theory courses 213, 214, 305, 480

Performance

A minimum of 10 semester hours in one instrument or voice and a maximum of 18 semester hours in applied music. A minimum of eight semester hours in one applied area is permitted if the student elects to do a project in lieu of a senior recital. Students concentrating in voice will be asked to demonstrate some proficiency on the piano by the end of their sophomore or junior year.

A senior recital or project in lieu of recital (410 or 490)

Ensemble Experience

A minimum of two years in an approved College ensemble

Requirements for the Minor

A minimum of twenty hours in the department including Music 111 and 112. A minor program may have an emphasis in performance, theory, or history, but its specific design must be created with the guidance and approval of the department chair.

Music Appreciation

106f. INTRODUCTION TO THE ART OF MUSIC I (3)

Basic concepts and terminology appropriate to various kinds of music. The relationship of music to society and the other arts. Intended for nonmajors

107s. INTRODUCTION TO THE ART OF MUSIC II (3)

A continuation of 106 with special emphasis on the concept of style.
Prerequisite: 106 or permission of the instructor

204s. HISTORY OF JAZZ (3)

Trends, developments, and personalities in American jazz.

205f. AMERICAN POPULAR MUSIC (3)

A chronological study of American popular music in the eighteenth, nineteenth, and twentieth centuries. Works are examined in terms of musical and textual content and in the light of their sociological contexts.

Theory and History of Music

108f. MUSIC THEORY FOR NONMAJORS (3)

Designed for students with little or no knowledge of music theory, the course teaches the elements of music in sufficient depth to enable the student to read music and compose song forms.
Not open to students who have had 111.

111f. BASIC THEORY AND MUSICIANSHIP I (4)

Key signatures, scales, and part-writing with the laboratory devoted to sight singing and ear training.
3 LEC, 1 LAB

112s. BASIC THEORY AND MUSICIANSHIP II (4)

A continuation of 111 with emphasis on chord formations and organizations.
3 LEC, 1 LAB
Prerequisite: 111

207f. VOCAL MUSIC (3)

Literature and performance practice of classical solo song. Emphasis is placed on art songs but excerpts from operas and oratorios are included.

211f. ADVANCED MUSIC THEORY I (4)

Continuation of 112 with emphasis on functional tonality and chromatic harmony.
3 LEC, 1 LAB
Prerequisite: 112

212s. ADVANCED MUSIC THEORY II (4)

A continuation of 211 with emphasis on functional tonality and classical forms.
3 LEC, 1 LAB
Prerequisite: 211

213f. MUSIC BEFORE 1750 (3)

A chronological study of Western art music from the Greek civilization through the Baroque era.
Prerequisite: 112

214s. MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS (3)

A chronological study of Western art music from the late eighteenth, nineteenth, and early twentieth centuries.
Prerequisite: 213

217f. SYNTHESIZER I (1)

Synthesizer keyboards, including their principles of operation, their methods of performance, the programming of sounds, and the composing and editing of scores using computer software.
Prerequisite: permission of instructor

220s. (WOMEN'S STUDIES 220) WOMEN IN MUSIC (3)

An historical and sociological overview of the role women have played in music as composers, performers, teachers, critics, historians, theorists, and patrons not only in the European art tradition but in other traditions as well from antiquity to the present.

305f. TWENTIETH-CENTURY MUSIC (3)

The characteristics and tendencies of music since 1900. Outstanding composers and significant works are studied.
Prerequisite: 214 or (for nonmajors) 106 and permission of the instructor

311f. ORCHESTRATION (3)

A course to develop skills in the writing, reading and analysis of orchestral scores.

DEPARTMENT OF MUSIC

Emphasis is placed on writing.

Prerequisite: 212 or 112 and permission of the instructor

312s. FORM AND ANALYSIS (3)

A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.

Prerequisite: 212

313s. TECHNIQUES OF COMPOSITION (3)

380s. SPECIAL TOPICS IN MUSIC (3)

Topics of special interest in music history or theory.

410f.s. SENIOR STUDY IN MUSIC THEORY OR HISTORY (2-4)

Specialized study for majors to meet the needs of the individual students.

480s. SENIOR SEMINAR (3)

Specialized areas of music designed to meet the needs of students in the seminar.

Open to senior music majors only

490f.s. INDEPENDENT STUDY (4-8)

Church Music

208f. HISTORY OF SACRED MUSIC (BIBLE AND RELIGION 208) (3)

Development of liturgy and worship practices, and especially of the role of music in Jewish and Christian worship.

Offered 1992-93 and alternate years

209f. HYMNOLOGY (BIBLE AND RELIGION 209) (3)

Development of Christian hymnody from its Jewish roots to the present day and of its relationship to the history of the Christian Church.

Offered 1991-92 and alternate years

Music Education

Students who may be interested in pursuing a certification program are referred to the Education Department description of our state approved program.

Applied Music

Credit: Credit is awarded for applied music offered by the College as follows:

One credit hour for each semester at the 100 and 200 level; two credit hours for each semester above the 200 level. No students are permitted organ instruction without a background on keyboard. Beginning level instruction on piano and voice are offered in the following courses:

150Af.s. CLASS PIANO I (1)

Class instruction on piano for students who are beginners on the instrument. Students are taught in a piano laboratory, and those who complete 150A will normally proceed into 150B unless her instructor believes her skills are developed sufficiently to warrant her being placed into 151 for individual lessons.

150Bf.s. CLASS PIANO II (1)

Class instruction for students who may have had some training on the instrument but whose skills are undeveloped and in need of review. Laboratory instruction for them begins at this level. Students from 150A will also elect 150B unless exempted by the instructor. Students with adequate training will begin individual lessons in 151.

180Af.s. CLASS VOICE I (1)

Class instruction on vocal technique for students with no prior training. Students who complete 180A will normally proceed into 181 for individual lessons. If the instructor believes the student would benefit more by continued class instruction, the student will be placed in 180B.

180Bf.s. CLASS VOICE II (1)

Class instruction on vocal technique for students who have had some musical training on either an instrument or voice but whose vocal skills are undeveloped. Instruction for these students will begin at this level. It may also be elected by students from 180A on the recommendation of the instructor. Students with adequate preparation begin individual instruction in 181.

Beginning level instruction is also offered in strings (170A, 170B) and winds (190A, 190B), and students here will also be given group instruction when registration justifies it. One hour of instruction and six hours of practice weekly are required of all students who

take applied music for credit. A performance exam will be conducted at the end of each semester. The music major may register for two additional credit hours for her senior recital. Nonmajors may earn a maximum of fourteen credit hours. After four semesters, nonmajors who wish to continue applied music must take a course in Music Theory, or some other approved course in the Music Department. **Noncredit:** Students who wish to take applied music without credit are required to pay a fee.

Courses in applied music are numbered as follows:

Harpichord: 141, 142; 241, 242; 341, 342; 441, 442; 449 (Senior Recital)
 Piano: 150A, 150B (for beginners), 151, 152; 251 252; 351, 352; 451, 452; 459 (Senior Recital)
 Organ: 161, 162; 261, 262; 361, 362; 461, 462; 469 (Senior Recital)
 Strings: 170A, 170B (for beginners), 171, 172; 271, 272; 371, 372; 471, 472; 479 (Senior Recital)
 Voice: 180A, 180B (for beginners), 181, 182; 281, 282; 381, 382; 481, 482; 489 (Senior Recital)
 Winds: 190A, 190B (for beginners), 191, 192; 291, 292; 391, 392; 491, 492; 499 (Senior Recital)
 Prerequisite: written permission of the department chair

ENSEMBLES

The Agnes Scott Glee Club studies sacred and secular choral music, and it performs several times during the year. It is open to students without fee and membership is by audition. Other ensembles open to qualified students include London Fog, a jazz vocal group; Joyful Noise, a gospel vocal group; and the Agnes Scott College Community Orchestra.

Philosophy

Professors:

David P. Behan
 Richard D. Parry, Chair

There are two different but complementary approaches to courses in philosophy. The systematic approach is through courses which deal with specific problems

(e.g., 104, 130, 232). The historical approach is through courses in the history of philosophy (e.g., 206, 209, 210). Students considering courses in philosophy should seek the advice of the members of the department concerning particular courses.

The requirements for the major in philosophy embody two goals. The first is that the student learn, through close work with primary sources, the ideas of the major philosophers. The second is that the student develop and practice techniques of critical analysis and constructive reasoning. In fulfilling the requirements, the student majoring in philosophy acquires a thorough grounding in the major areas of the discipline and also develops her own critical and creative philosophical skills.

Requirements for the Major

Students considering a major in philosophy should try to complete 103, 206, and 209 before the end of the sophomore year.
 Logic: 103 or 220
 History of Philosophy: 206 and 209
 Value Theory: 104 or 130
 Metaphysics and Epistemology: three courses from the following: 320, 323, 324, 325, 339, 340, 341

Requirements for the Minor

Logic: 103 or 220
 History of Philosophy: 206 and 209
 Value Theory: 104 or 130
 Metaphysics and Epistemology: two courses from the following: 320, 323, 324, 325, 339, 340, 341

103s. INTRODUCTION TO LOGIC (3)

An introduction both to the rudiments of critical thinking, with emphasis on analysis of ordinary discourse into formal symbolism, and to the properties of formal systems.

104f. ETHICS (3)

A consideration of some contemporary moral issues, such as euthanasia, abortion, war, and world hunger, and their relation to traditional ethical theories from Plato to Kant.

110s. SCIENCE AND PHILOSOPHY (3)

An introduction to the philosophic issues concerning the nature and certainty of scientific knowledge.

**130f. (POLITICAL SCIENCE 130)
POLITICAL AND LEGAL
PHILOSOPHY (3)**
The major figures in political and legal
philosophy from Plato to Marx.

**201SG. (CLASSICS 201) THE GREEK
SETTING OF THE SOCRATIC
DIALOGUES (3)**
An intensive study of some early dialogues
of Plato with special reference to the politi-
cal and historical context in which they
were written.
Offered summer 1992

**206f. (CLASSICS 223) HISTORY OF
ANCIENT PHILOSOPHY (3)**
The thought of major figures in Western
philosophy from the pre-Socratic era to the
Middle Ages.

**209s. SEVENTEENTH- AND
EIGHTEENTH-CENTURY
PHILOSOPHY (3)**
The historical development of philosophic
thought in the seventeenth and eighteenth
centuries. Readings in Descartes, Spinoza,
Locke, Berkeley, Hume, and Kant.

**210f. PHENOMENOLOGY AND
EXISTENTIALISM (3)**
Phenomenology and existentialism
through readings in Husserl, Heidegger,
and Sartre.
Offered by arrangement with instructor
Alternates with 220

220s. SYMBOLIC LOGIC (3)
The language and rules of derivation for
sentential and predicate logic.
Prerequisite: permission of the instructor
Offered by arrangement with instructor
Alternates with 210

**232s. (ART 232) (THEATRE 242)
AESTHETICS (3)**
A consideration of such issues as the nature
of the experience in the various arts, the
status of the artistic object, and the objec-
tivity of judgment in art.

**305s. (POLITICAL SCIENCE 354)
MARX AND VARIETIES OF
SOCIALISM (3)**
The thought of Karl Marx and its develop-
ment in subsequent socialist theory and
practice. Topics such as Bernstein's revi-
sionism, Leninism, Chinese Communism,

and Yugoslav self-management are consid-
ered.
Offered 1991-92 and alternate years

**308f. THE CLASSIC PERIOD OF
AMERICAN PHILOSOPHY (3)**
Pragmatism in the works of Peirce, James,
Royce, and Dewey.
Prerequisite: 206 or permission of the in-
structor
Offered by arrangement with instructor
Alternates with 341

**312s. (POLITICAL SCIENCE 312)
PHILOSOPHY OF LAW (3)**
Critical examination of natural law theory,
legal positivism, legal realism, and critical
legal studies. Particular emphasis on Hart
and Dworkin.
Prerequisite: 130 or permission of the in-
structor

**315s. (BIBLE AND RELIGION 345)
PHILOSOPHY OF RELIGION (3)**
See Bible and Religion 345 for description.
Prerequisite: one course in philosophy, or
Bible and Religion 101 or 110

**317s. (POLITICAL SCIENCE 357) NEO-
MARXISM (3)**
Examination of major Marxist theorists of
the twentieth century and of the problems
and conditions that have shaped their
thought.
Prerequisite: 305 or permission of the in-
structor
Offered 1992-93 and alternate years

320s. PLATO (3)
An intensive study of selected dialogues.
Prerequisite: 206 or 104
Offered 1992-93 and alternate years

323s. KANT'S CRITICAL PHILOSOPHY (3)
An intensive study of Kant's *Critique of
Pure Reason*.
Prerequisite: 209
Offered by arrangement with instructor
Alternates with 339

324s. ARISTOTLE (3)
An intensive study of topics selected from
the logical, epistemological, and meta-
physical works.
Prerequisite: 206
Offered 1991-92 and alternate years

325f. MEDIEVAL PHILOSOPHY (3)

Beginning with neo-Platonism, the course concentrates on the writings of St. Augustine, Abailard, St. Anselm, St. Thomas Aquinas, John Duns Scotus, and William of Ockham.

Prerequisite: 206

Offered by arrangement with instructor

Offered 1991-92 and alternate years

339f. THEORY OF KNOWLEDGE (3)

A critical study of major issues in contemporary epistemology.

Prerequisite: 209

Offered by arrangement with instructor

Alternates with 323

340s. THE METAPHYSICAL PROBLEM OF THE SELF (3)

Contemporary metaphysical theories of the self assessed in comparison with those of Descartes, Locke, and Hume. Particular emphasis upon the concept of person and the philosophic problem of personal identity.

Prerequisite: permission of the instructor

341f. CURRENT PROBLEMS IN ANALYTIC PHILOSOPHY (3)

A consideration of some problems in ordinary language philosophy.

Prerequisite: 209

Offered by arrangement with instructor

Alternates with 308

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study in fields or periods of philosophy.

490f,s. INDEPENDENT STUDY (4-8)

Physical Education

Professor:

Kathryn A. Manuel

Associate professor:

Marylin B. Darling, Acting Chair

Instructors:

Cynthia Peterson

Anthony C. Serpico

Agnes Scott College has a tradition of recognizing that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for fitness and recreation. Four semester hours of physical education are required for graduation. No more than four semester hours will count toward the 124 hours necessary for graduation. Letter grades are given but do not count in the quality-point ratio. Students with no prior physical education on the college level will take one course in Fitness and Health Assessment. Other courses taken to fulfill the four semesters requirement may be taken from any area; however, it is strongly recommended that students take at least one course from the Lifetime Activities area.

The recently completed Robert W. Woodruff Physical Activities Building with its basketball courts, eight-lane 25 meter swimming pool, and weight room with Nautilus equipment; the track and field; and the dance studios and racquetball courts in the Alston Campus Center provide quality facilities for classes, recreational opportunities, club, and intercollegiate sports.

Fitness and Health Assessment

101. AEROBIC DANCE (1)

Fitness through continuous movement.

102. BODY FITNESS (1)

Fitness through use of weight training.

103. FITNESS SWIMMING (1)

Fitness through lap swimming and interval workouts.

Prerequisite: Intermediate level swimming strokes

105. HYDROBICS (1)

Fitness through vigorous water exercises.

106. JOGGING FOR FITNESS (1)

Fitness through individualized running programs.

108. LOW IMPACT AEROBICS (1)

Fitness through movement in which one foot is in contact with the floor at all times.

Lifetime Activities

110. ARCHERY/BADMINTON (1)

Basic skills of archery are covered. Care of equipment, scoring, shooting techniques, and types of rounds are included. Badminton includes skills, rules and singles and doubles play.

112. FENCING (1)

Foil fencing for the individual with little or no experience. Skills, techniques, and bouts are covered.

113. ARCHERY/RACQUETBALL (1)

Fundamental rules, skills and strategies to participate in archery and racquetball.

114. FOLK, SQUARE, AND SOCIAL DANCE (1)

International folk dances, American square dances, and social dance from 1930 to the present are taught.
Offered 1992-93 and alternate years.

115. GOLF (1)

Basic skills are covered. Rules and golf etiquette are included. Several trips are made to the driving range. (Fee required)

116. JAZZ (1)

Basic elements of jazz dance are included. One dance required per session.

117. RIDING I (1)

Beginning riding; dressage seat geared toward combined training. Taught off-campus. (Fee required)

118. RIDING II (1)

Intermediate riding. Continuation of Riding I. Taught off-campus. (Fee required)
Prerequisite: Riding I or permission of the instructor

119. RIDING III (1)

Advanced Riding. Students perform basic dressage on difficult horses. Includes possibilities for jumping. Taught off-campus. (Fee required)
Prerequisite: Riding II or permission of the instructor

120. SWIMMING (1)

Swimming for the beginner and intermediate. Five basic strokes are covered.

122. TAP AND CLOG (1)

Basic elements of tap and clog. A dance in each area is taught each session.
Offered 1991-92 and alternate years.

123. TENNIS (1)

Tennis for the individual with little or no prior experience. Forehand, backhand drives, and the serve with game procedures and rules are covered.

125. TRACK AND FIELD (1)

Introduction of track and field events.

127. VOLLEYBALL/BADMINTON (1)

Basic skills, rules and strategies needed to participate in volleyball and badminton.

TEAM SPORTS

130. BASKETBALL/VOLLEYBALL (1)

Basic skills of basketball and volleyball are covered. Strategies, team play, and rules for both sports are included.

132. SOFTBALL (1)

Basic skills are covered. Team play and rules are incorporated.

134. SOCCER/VOLLEYBALL (1)

Basic skills, rules and strategies of soccer and volleyball.

Specialized Activities

140. BALLET (1)

Basic ballet technique including the Cecchetti positions.

142. LIFEGUARD TRAINING (1)

Red Cross certified lifeguard training course.
Prerequisite: Advanced level swimming; ability to swim 500 yards; current first aid and CPR certificates required no later than ten days after the completion of the course to receive certification. (Fee required)

144. MODERN DANCE (1)

The elements of contemporary dance are introduced and explored. Technique, improvisation, and choreography are emphasized.

146. SYNCHRONIZED SWIMMING (1)

Basic synchronized swimming strokes and figures are covered. Students perform a routine at the end of the semester.

Prerequisite: Advanced level swimming strokes

Offered 1992-93 and alternate years

147. WATER SAFETY INSTRUCTORS (1)

Red Cross water safety instructor course. Students perfect swimming skills, learn techniques of teaching all levels of swimming.

Prerequisite: Introduction to Health Services Education course taught at Red Cross service centers (4 hours); Advanced life-saving; permission of the instructor; screening test is given. (Fee required)

Offered 1991-92 and alternate years

148. SKIN AND SCUBA DIVING (1)

Techniques and requirements for scuba diving certification. Scuba certification will be awarded upon successful completion of the course, which includes open water dives (off-campus trip).

Prerequisite: Proficient water skills, life-guard training or permission of the instructor (fee required).

Offered 1992-93 and alternate years

Club Activities and Inter-Collegiate Sports

Students wishing to complete part or all of their second year of physical education by participation in club activities or intercollegiate sports may do so if they meet the prerequisites.

200. BASKETBALL TEAM (1)

Prerequisite: permission of the instructor

202. CROSS COUNTRY (1)

Prerequisite: permission of the instructor

203. DOLPHIN CLUB (1)

Prerequisite: selection by tryout and permission of the instructor

205. SOCCER TEAM (1)

Prerequisite: permission of the instructor

206. STUDIO DANCE THEATRE (1)

Prerequisite: selection by audition and permission of the instructor

207. TENNIS TEAM (1)

Prerequisite: team selection by tryout and permission of the instructor

209. VOLLEYBALL TEAM (1)

Prerequisite: permission of the instructor

Physics & Astronomy

Associate professors:

Arthur L. Bowling, Jr.

Alberto C. Sadun, Chair

Physics and astronomy are attempts to understand and to predict as many natural phenomena as possible, using a few conceptual models tested by experiment and observation. The preparation acquired through concentration in physics or astrophysics provides a general, flexible foundation for graduate study or for professional work in physics, astronomy, or engineering. A student interested in both physics and mathematics is invited to consider a mathematics-physics major.

Astronomy courses incorporate the use of the Bradley Observatory and the College's 30-inch Beck telescope located at Hard Labor Creek Observatory.

Requirements for the Major PHYSICS

Courses required in the discipline:

Physics 110, 111: 26 additional hours as approved by the department. Physics majors should take Physics 110, 111 during the first year.

Courses required outside the discipline:

Mathematics 150 or 250, 205

ASTROPHYSICS

Courses required in the discipline:

Physics 110, 111; 8 additional physics hours as approved by the department
Astronomy 120, 121; 12 additional astronomy hours as approved by the department.

Astrophysics majors should take Astronomy 120, 121 and Calculus during the first year.

Courses required outside the discipline:

Mathematics 150 or 250, 205

Requirements for the Minor

Physics 110, 111, Astronomy 120, 121 and a minimum of 12 hours of astronomy or a

courses beyond Astronomy 121.
The recommended sequence:
Physics 110, 111, Astronomy 120, 121,
200, 211, 300, 330. The program must
have the approval of the Chair of the
department.

Physics

110f. INTRODUCTION TO MECHANICS AND ELECTRICITY (4)

Motion, gravitation, and electrical phenomena.

Calculus is used.

3 LEC, 1 LAB

Prerequisite: Mathematics 119 or permission of the instructor

111s. INTRODUCTION TO MAGNETISM, HEAT, SOUND, AND LIGHT (4)

Elements of magnetism, thermodynamics, and the physics of wave phenomena.

Calculus is used.

3 LEC, 1 LAB

Prerequisite 110

242f. ANALOG ELECTRONICS (1)

DC and AC circuits, semiconductor devices and applications, operational amplifiers, power supplies.

1 LAB

Prerequisite: 110

243s. DIGITAL ELECTRONICS (1)

Number systems, Boolean algebra, logic gates, memories, introduction to microprocessors.

1 LAB

Prerequisite: 242

320f. CLASSICAL MECHANICS (3)

Newton's system for describing motion, special relativity, oscillations, motion under the influence of central forces.

Prerequisite: 111

Offered 1992-93 and alternate years

321s. CLASSICAL MECHANICS II (3)

The formulations of Lagrange and Hamilton, accelerated reference frames, rigid body motion, coupled oscillations and waves.

Prerequisite: 320

Offered 1992-93 and alternate years

330f. THERMAL PHYSICS (3)

Equilibrium thermodynamics, presented from phenomenological and from statistical points of view.

Prerequisite: 111

Offered 1992-93 and alternate years

331s. STATISTICAL MECHANICS (3)

Calculation of thermal phenomena using the methods of Boltzmann and Gibbs; elements of quantum statistical mechanics.

Prerequisite: 330

Offered 1992-93 and alternate years

340f. ELECTROMAGNETISM (3)

Static electric and magnetic fields, introduction to boundary value problem, Maxwell's equations.

Prerequisite: 111

Offered 1991-92 and alternate years

341s. ELECTRODYNAMICS AND RADIATION (3)

Time-dependent electromagnetic fields, classical electron theory, emission and behavior of electromagnetic waves, relativistic invariance of the theory.

Prerequisite: 340

Offered 1991-92 and alternate years

360f. QUANTUM PHYSICS I (3)

Quantum phenomena and the failure of classical physics, wave mechanics of quantum particles, illustrative one-dimensional problems, spin, multiparticle systems.

Prerequisite: 111

Offered 1991-92 and alternate years

361s. QUANTUM PHYSICS II (3)

Approximation methods for static and for time-dependent situations, three-dimensional problems, angular momentum, scattering theory, elementary particles.

Prerequisite: 360

Offered 1991-92 and alternate years

410f,s. SPECIAL STUDY (2-4)

Supervised study in specific areas of physics.

490f,s. INDEPENDENT STUDY (4-8)

Astronomy

120f,s. INTRODUCTORY ASTRONOMY (4)

Motions of the earth, moon, planets, and stars; the nature and evolution of the stars and of other objects within the galaxy. Familiarity with algebra is strongly recommended.

3 LEC, 1 LAB evening session at Bradley Observatory

121s. INTRODUCTORY ASTRONOMY (4)

The nature of galaxies, the history and large scale structure of the universe as presently understood, the evolution and properties of the solar system.

3 LEC, 1 LAB evening session at Bradley Observatory

Prerequisite: 120

200f. ASTROPHYSICS I (3)

Topics in stellar evolution and cosmology, pulsars and black holes, quasars and active galaxies.

Prerequisite: 121

Prerequisite or corequisite: Physics 110

Offered 1992-93 and alternate years

211s. OBSERVATIONAL ASTRONOMY (3)

Optical systems, astrophotography, photometry, spectroscopy. Requires one evening per week at Bradley Observatory. Prerequisite: 121

300s. ASTROPHYSICS II (3)

Dynamics of gravitationally bound systems, interstellar medium, stellar and planetary atmospheres, high energy phenomena.

Prerequisite: 200, Physics 111

Offered 1992-93 and alternate years

320f. GALACTIC ASTRONOMY (3)

Physical structure and evolution of stars, exotic objects within the galaxy, properties of interstellar gas, dust, and plasmas.

Prerequisite: 200, Physics 111

Offered 1992-93 and alternate years

330f. IMAGE PROCESSING IN ASTRONOMY (3)

The analysis and reduction of astronomical data taken as images with CCDs (charged coupled devices). Extensive use is made of computers to enhance and measure the images taken at remote observatories.

Prerequisite: 121, 211 or permission of instructor

361s. EXTRAGALACTIC ASTRONOMY (3)

The origin and evolution of the universe is discussed, together with the origin of the elements. The future course the universe will take and the inflationary theory will be discussed as well.

Prerequisite: 200, Physics 111

Offered 1992-93 and alternate years

410f,s. SPECIAL STUDY (2-4)

Supervised study in various specific areas of astronomy.

490f,s. INDEPENDENT STUDY (4-8)

Political Science

Professor:

Augustus B. Cochran III, Chair

Associate professor:

Tommie Sue Montgomery

Assistant professors:

George T. Brown, Jr.

Janette B. Pratt (*part-time*)

Catherine V. Scott

Politics is, in the words of Brian Fay, our "deliberate efforts to order, direct, and control (our) collective affairs and activities, to establish ends for our society, and to implement and evaluate these ends." There are few contemporary issues, ranging from artistic freedom to unemployment, from abortion to nuclear winter, that do not involve a significant political dimension. The discipline of political science offers a student the opportunity to think systematically about and to evaluate critically our political life.

The department offers courses in the subfields of political science: world politics, political theory, and comparative politics, including U.S. and Latin American politics. Students may study these fields in courses offered in a variety of formats: introductory level, upper-division surveys, advanced topics courses, and individual research. Classes are generally small and rely on a combination of discussion as well as lecture.

Because political knowledge is so closely related to other disciplines, the department recommends that majors choose electives from many areas, but especially from history, philosophy, and the social sciences. We also enor

courage majors to participate in internships with local, state, or national governments or private institutions such as the Carter Center, and in off-campus study programs, such as Washington Semester or Global Awareness.

Requirements for the Major

102 and one of the following: 103, 105, 106

Methodology: 399

A minimum of 24 hours on the 300 or 400 level

A minimum of one course from each of the following groups:

Comparative politics: 302, 308, 311, 313, 318, 319, 342

Political theory: 305, 306, 351, 354, 357

World politics: 322, 326, 328, 329, 380, 385

A maximum of two from the following cross-listed courses may be applied toward the major:

Economics 315, 334, 336

History 314, 334, 338, 352, 359

Philosophy 130, 312

Sociology 333

102f. INTRODUCTION TO AMERICAN GOVERNMENT (3)
American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups and public opinion.

103f. INTRODUCTION TO WORLD POLITICS (3)
Major issues in world politics since 1945: the Cold War and the Vietnam War, nuclear weapons, North-South issues, the environment and international organizations.

105s. COMPARATIVE POLITICS (3)
An examination of political institutions, policies, and social movements in the industrialized world (Europe and the Soviet Union) and in third world countries such as Mexico and Zimbabwe.

106s. MODERN POLITICAL THOUGHT (3)
Major theorists whose ideas have shaped the politics and ideologies of the modern world.

107f. (SPANISH 102) INTRODUCTION TO LATIN AMERICA (3)
An introduction to Latin America history, culture and politics. Includes contributions of pre-Columbian civilizations and analysis of colonialism, nationalism, and post-independence issues such as military rule, revolution and the debt crisis.

130f. (PHILOSOPHY 130) POLITICAL AND LEGAL PHILOSOPHY (3)
See Philosophy 130 for description.

211f. (SOCIOLOGY 214) (SPANISH 206) (WOMEN'S STUDIES 211) WOMEN IN LATIN AMERICA (3)
Women in Latin American history and at present. Focuses on women's social, political and economic role across time, and the contributions of women to Latin American culture.
Offered 1992-93 and alternate years

301f. UNITED STATES LEGAL SYSTEM (3)
Institutions, processes, basic concepts and personnel of the United States judicial system.
Prerequisite: 102 or permission of Chair
Offered 1991-92 and alternate years

302s. CONFLICT RESOLUTION (3)
Theory and practice of conflict resolution. Includes practicum at the Neighborhood Justice Center of Atlanta.
Prerequisite: 102 or permission of Chair

303s. CONTEMPORARY CONSTITUTIONAL ISSUES (3)
Exploration and analysis of the legal aspects of contemporary social issues with an emphasis on the constitutionally based development of societal changes in the areas of women's rights, minority and racially based issues, rights of the impoverished, and rights of the criminally accused.
Prerequisite: 102 or permission of Chair

305. AMERICAN POLITICAL THOUGHT (3)
Development of political thought in the United States from the colonial to modern periods. Writings of a broad spectrum of Americans, including Cotton Mather and Anne Hutchinson, Thomas Jefferson and Abigail Adams, Frederick Douglass, Abraham Lincoln and Susan B. Anthony,

Eugene Debs, John Dewey and Martin Luther King, Jr., will be examined.

306s. CONTEMPORARY AMERICAN POLITICAL IDEOLOGIES (3)

A survey of the range of ideological tendencies in the U.S. today, including the New Right, traditional conservatism, neo-conservatism, liberalism, neo-liberalism, programmatic movements and the left. Analysis of these ideologies' belief structures, leadership, political strategies and policy stances.

308f. SOUTHERN POLITICS AND THE CIVIL RIGHTS MOVEMENT (3)

An examination of Southern politics with emphasis on the interaction of race and class issues since World War II and the impact of the civil rights movement on the changing politics of the region.
Offered 1992-93 and alternate years

310f. POLITICAL PARTICIPATION (3)

The extent, forms, and significance of the political activities of individuals, groups, and movements.
Prerequisite: 102 or 105 or permission of the instructor
Offered 1992-93 and alternate years

311. MINORITY POLITICS (3)

Contemporary African-American, Hispanic, and Native American politics and policy issues. Special attention given to the emergence of an underclass, immigration politics, land issues and the U.S.-Mexican frontier.

312s. (PHILOSOPHY 312) PHILOSOPHY OF LAW (3)

See Philosophy 312 for description.

313f. (WOMEN STUDIES 313) WOMEN AND POLITICS (3)

An analysis of various feminist perspectives on gender, race, and class and an examination of gender politics in a variety of settings: the United States, Europe, Asia and Africa.
Offered 1992-93 and alternate years

314s. (HISTORY 314) EUROPE SINCE 1945 (3)

See History 314 for description.

315s. (ECONOMICS 315) COMPARATIVE ECONOMIC SYSTEMS (3)

See Economics 315 for description.

317f. POLITICS OF THE MASS MEDIA (3)

An examination of the role of mass media in political life, including the structure and decision-making processes of the media, the interaction of the media and government and the impact of mass media on political life.
Offered 1991-92 and alternate years

318. THE CRISIS OF THE WELFARE STATE (3)

An examination of the problems and prospects of contemporary welfare states, including assessments of the successes and failures of welfare states from several political perspectives. Cases will include the United States and Western European welfare states such as Great Britain and Sweden.

319s. PUBLIC POLICY (3)

Analysis of the policy-making process and selected issues of public policy such as poverty, education, affirmative action, comparable worth, child care and worker ownership of businesses.
Offered 1992-93 and alternate years

320. LATIN AMERICAN POLITICS (3)

The politics of contemporary Latin America; authoritarianism and the transition to democracy; economic crises and responses to the debt crisis; revolutionary movements and the emergence of new social and political movements in the 1980s.

322f. POLITICS OF DEVELOPMENT (3)

Economic, political, and cultural explanations of underdevelopment and development, through the perspective of traditional modernization theory and dependency analysis.
Prerequisites: 103 or 105 or permission of the instructor
Offered 1991-92 and alternate years

326s. STUDIES IN WORLD ORDER (3)

Global problems including war, environment, and poverty and alternative systems of world order.

Prerequisite: 103 or permission of the instructor
Offered 1991-92 and alternate years

328s. (HISTORY 340) U.S.-LATIN AMERICAN RELATIONS (3)

U.S.-Latin American relations from the Monroe Doctrine to the present, with equal attention to history and contemporary events.

Offered 1991-92 and alternate years

329s. INTER-AMERICAN FOREIGN POLICIES (3)

Foreign policies and international relations of the nations of the western hemisphere, with particular attention to Latin America.
Offered 1992-93 and alternate years

332s. (HISTORY 334) THE UNITED STATES FROM 1914 TO 1945 (3)

See History 334 for description.

333f. (SOCIOLOGY 333) RACIAL AND OTHER MINORITY GROUPS (3)

See Sociology 333 for description.

334s. (ECONOMICS 334) ECONOMIC DEVELOPMENT (3)

See Economics 334 for description.

340s. (HISTORY 338) THE UNITED STATES SINCE 1945 (3)

See History 338 for description.

342f. (BIBLE AND RELIGION 350) THE CHURCH IN LATIN AMERICA (3)

The colonial church to the present with focus on the twentieth century: liberation theology, emergence of Christian Base Communities, the church and social change, conflicts within the church as a result of movements for social change, and relations between church and state.
Offered 1991-92 and alternate years

351f. DEMOCRATIC THEORY (3)

The evolution of meanings and justifications of democracy and problems of democratic institutions and practices in the modern nation-state.

Prerequisite: 106 or permission of the instructor
Offered 1991-92 and alternate years

354s. (PHILOSOPHY 305) MARX AND VARIETIES OF SOCIALISM (3)

The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management will be considered.

Offered 1992-93 and alternate years

357s. (PHILOSOPHY 317) NEO-MARXISM (3)

Major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought.

Prerequisite: 354 or permission of the instructor

359s. (HISTORY 359) CONTEMPORARY AFRICA SOUTH OF THE SAHARA (3)

See History 359 for description.

380s. REFORM AND REVOLUTION (3)

An analysis and comparison of reform and revolution and the roles of various political actors, including women, workers, and peasants, in political change. Cases include the U.S. civil rights movement, welfare state reforms and third world revolutions.

385s. THE UNITED STATES AND THE VIETNAM WAR (3)

Examination of the U.S. involvement in the war in Vietnam, its historical roots, the conduct of the war, its domestic and international consequences, and its continuing legacy.

388. TOPICS IN LATIN AMERICAN STUDIES (3)

390. TOPICS IN POLITICAL SCIENCE (3)

399f. (SOCIOLOGY 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

The philosophy of social science and the principal methods of social research. Open to political science, sociology, and sociology-anthropology majors only or by permission of the instructor

410f,s. SPECIAL STUDY (2-4)

Supervised study in a selected field of political science.

482s. (ECONOMICS, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

Topic for 1991-92: Power and Powerlessness: A multidisciplinary inquiry into the current research on power, with an emphasis issues of empowerment in the contemporary world.

Prerequisite: permission of the instructors

490f,s. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department.

Psychology

Professors:

Ayse Ilgaz Carden, Chair

Thomas W. Hogan

Assistant professors:

Barbara J. Blatchley

Eileen L. Cooley

Psychology is the scientific study of human and animal behavior. The departmental offerings reflect the diversity of areas within the field. The program for majors provides a strong background in academic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students who are planning to major in psychology should consult with the chair of the department as early in their college careers as possible. (Majors should try to elect Biology 100 and a mathematics course, excluding Mathematics 104 and 150, in either the first or sophomore year.)

Requirements for the Major

Courses required in the discipline:

121, 306, 307, 404, 405

Courses required outside of the discipline (preferably taken before the end of the sophomore year): Biology 100

One course in mathematics excluding

Mathematics 104 and 150, which must be taken prior to 306

Courses recommended for the major:

At least one course in each of the following areas of psychology:

Social: 130, 240, 305

Personality and Abnormal: 310, 312, 316, 406

Developmental: 209, 210, 324

Cognitive and Physiological: 215, 220

Requirements for the Minor

A minor in psychology must contain at least 22 hours of work in psychology. The minor program may be designed by the student to reflect her unique objectives; however, it is subject to the approval of the Chair of the Department in order to ensure disciplinary coherence and relevance to the student's objectives.

Required courses: 121, 306, 307

121f,s. GENERAL PSYCHOLOGY (4)

A scientific description of facts and principles of psychology. Emphasis on methods and results of experimental investigation of human and animal behavior.

Psychology 121 is the prerequisite for all other courses in psychology.

130s. PSYCHOLOGY OF WOMEN (3)

A critical review of psychological theory and research toward an understanding of the cognitive, social, and emotional behavior of women.

209f. (EDUCATION 201) CHILD PSYCHOLOGY (3)

Development of the individual from conception to adolescence.

210s. (EDUCATION 202) ADOLESCENT PSYCHOLOGY (3)

Development of the individual from the end of childhood to the beginning of young adulthood.

215f. COGNITIVE PSYCHOLOGY (3)

Human cognition and perception with selected topics from attention, states of consciousness, human learning, memory, imagery, concept formation, language, problem solving, creative thinking, and intelligence.

220s. PHYSIOLOGICAL PSYCHOLOGY (3)

The neurophysiological basis of various mental and behavioral processes such as sensory-motor mechanisms, perception, emotion, motivation, thinking, memory, language, sleep, and consciousness.

240f. PSYCHOLOGY OF CROSS-CULTURAL CONTACT (3)

Theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors that promote cross-cultural effectiveness.

305f. SOCIAL PSYCHOLOGY (3)

The behavior of the individual as influenced by the behavior and characteristics of other individuals.

Offered 1991-92 and alternate years

306f. (SOCIOLOGY 360) EXPERIMENTAL DESIGN AND STATISTICS (4)

Basic principles of experimental design and the use of statistical analysis in social science research.

Prerequisite: one course in mathematics excluding Mathematics 104 and 150
3 LEC 1 LAB

307s. EXPERIMENTAL PSYCHOLOGY (4)

Fundamentals of the experimental methodology in psychology with an emphasis on research issues and methods in the areas of attention, perception, learning, and memory. Individual experiments are designed and carried out.

Prerequisite: 306
3 LEC 1 LAB

310s. PSYCHOLOGICAL ASSESSMENT (3)

Fundamentals and principles of psychological tests: administering, evaluating, and using results obtained.

Prerequisite: 306 or Mathematics 115

312f. ABNORMAL PSYCHOLOGY (3)

The more common behavior disorders, with attention paid to their causes and therapy.

316f. PERSONALITY (3)

Theory and research in the field of personality.

Offered 1992-93 and alternate years

324s. SPECIAL AREAS OF PSYCHOLOGY (2)

A seminar focusing on a topic of contemporary interest in psychology. Each year the department will announce the topic(s) to be offered during the next academic year. The nature of the topic determines the inclusion of a laboratory component. Prerequisites beyond Psychology 121 vary according to topic.

Topic for 1991-92:

Cognition and Brain Processes

An examination of relationships between cognition and brain processes through original psychological experiments carried out in an area or areas selected from sensation, perception, attention, memory, language, and thinking.

Prerequisites: 215 or 220, 306

404f. HISTORY OF THEORY AND RESEARCH IN PSYCHOLOGY (3)

The historical background for current theories and research issues in psychology.

405s. CONTEMPORARY RESEARCH IN PSYCHOLOGY (3)

Contemporary research and problems in psychology with an emphasis on the in-depth study of selected topics.

406s. PRACTICUM (3)

Supervised field placement in an agency or institution dealing with psychopathology, counseling, or industrial/organizational psychology. Placement activities are supplemented by a weekly seminar and an extensive reading program.

Prerequisite: Permission of the instructor (priority will be given to junior and senior psychology majors).

410f.s. SPECIAL STUDY (2-4)

Supervised intensive study in fields or problems of psychology.

481s. (BIOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

482s. (ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

Topic for 1991-92: Power and Powerlessness:

A multidisciplinary inquiry into the current research on power, with an emphasis on issues of empowerment in the contemporary world.

Prerequisite: permission of the instructors

490f.s. INDEPENDENT STUDY (4-8)

Independent research is arranged under the supervision of a member of the department.

Sociology & Anthropology

Professor:

Augustus B. Cochran III, Acting Chair

Assistant Professors:

Bernita C. Berry

Martha W. Rees

Sociologists aspire to the scientific study of human society, but also feel responsible for direct intervention in the tangible problems of their own neighborhoods. They observe the impersonal interplay of social forces that affect groups and large-scale organizations, as well as the effects on ordinary persons of gender, racial, religious and other categorizations. Sociologists generally work in complex societies and study social organizations.

Anthropologists are dedicated to the comparative study of culture, both the unity of humankind and the diversity and originality of the ways by which different peoples meet basic human needs. Much of the information anthropologists have gathered comes from small-scale non-Western societies. This outlook gives a student a chance to step outside familiar experience and broaden her understanding

of what it means to be "a normal human being."

The department offers a major in sociology, an interdisciplinary major in sociology-anthropology, and will encourage gifted students to explore the option of a self-designed major that draws on the resources of other departments to tailor a program of study to her special needs.

Requirements for the Major

SOCIOLOGY

Courses required in the discipline:

Sociology 101, 351, 360, 399

16 additional hours in sociology and select courses in anthropology

(Anthropology 270 and 274)

Course required outside the discipline:

Mathematics 115

SOCIOLOGY-ANTHROPOLOGY

Courses required in the discipline:

Anthropology 101, or Sociology 101

Anthropology 102

Sociology 351, 360, 399

16 additional hours in either sociology or anthropology

Course required outside of the discipline:

Mathematics 115

Requirements for the Minor

SOCIOLOGY-ANTHROPOLOGY

Anthropology 101 or Sociology 101

Anthropology 102

Sociology 121, 351

6 additional hours in anthropology or sociology

Sociology

101f.s. INTRODUCTION TO SOCIOLOGY (3)

Current sociological theory and research as they relate to primary units of social life, social processes, and social institutions.

Emphasis on relating concepts to contemporary American society.

Sociology 101 or Anthropology 101 is the prerequisite for all other courses in Sociology except 336.

121s. ANALYSIS OF SOCIAL PROBLEMS (3)

Examination of alternative ways of defining, measuring, and intervening in social problems.

- 211s. (WOMEN'S STUDIES 212) THE FAMILY (3)**
The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups, and utopian communities.
- 214f. (POLITICAL SCIENCE 211) (SPANISH 206) (WOMEN'S STUDIES 211) WOMEN IN LATIN AMERICA (3)**
See Political Science 211 for description.
- 217f. (EDUCATION 203) SOCIOLOGY OF EDUCATION (3)**
Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.
- 219f. PRACTICUM IN SOCIAL WELFARE (4)**
This course focuses on social welfare as a social institution and social work as a profession. A critical component of the course is to place the student in a supervised social work/ welfare setting such as a hospital, battered women's shelter, and youth rehabilitation services.
Limited to eight students
Prerequisite: 101 or Anthropology 101 or permission of instructor
Offered 1992-93 and alternate years
- 225s. URBAN SOCIOLOGY (3)**
The origins, characteristics, and effects of urbanization. The city as a locus for various kinds of relationships.
- 230f. RACE, CLASS AND GENDER (3)**
Survey of the history, basic theories and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society.
Offered 1993-94 and alternate years
- 315s. (BIBLE AND RELIGION 315) SOCIOLOGY OF RELIGION (4)**
Analysis of religion as a social institution with emphasis on the relationships between belief systems and social organizations. Overview of historical and contemporary religious movements, with fieldwork in new religious movements.
Offered 1992-93 and alternate years
- 330s. SOCIETY AND SELF (3)**
Theory and research in microsociology which analyzes self as a product of social process.
Offered 1991-92 and alternate years
- 333f. (POLITICAL SCIENCE 333) RACIAL AND OTHER MINORITY GROUPS (3)**
Race, ethnicity, and class contacts, which result in differences in access to privilege, prestige, property and power.
- 336f. SOCIOLOGY OF GENDER ROLES (WOMEN'S STUDIES 336) (3)**
Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation.
Prerequisite: 101 or Women's Studies 100
- 341s. (CLASSICS 341) (WOMEN'S STUDIES 341) FAMILY AND SOCIETY IN THE CLASSICAL WORLD (3)**
See Classics 341 for description.
- 351f. HISTORY OF SOCIAL THEORY (3)**
Introduction to theory in social science, review of the major theoretical constructs of the 19th century, application in modern social science.
- 352s. CONTEMPORARY SOCIAL THEORY (3)**
Analysis of the development of and political implications of theories and research in the social sciences in the twentieth century.
Prerequisite: 351
- 360f. (PSYCHOLOGY 306) EXPERIMENTAL DESIGN AND STATISTICS (4)**
See Psychology 306 for description.
- 399f. (POLITICAL SCIENCE 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)**
The philosophy of social science and the principal methods of social research.

Open to political science, sociology, and sociology-anthropology majors only or by permission of the instructors

410f.s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of sociology.

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Prerequisite: permission of the instructors

490f.s. INDEPENDENT STUDY (4-8)

Anthropology

101s. CULTURAL ANTHROPOLOGY (3)

Humans viewed both as culture-making and culture-made animals. Contributions of the cultural perspective to the understanding of variations and similarities in human bodies, languages, personality types, social organization, belief systems, and adaptations to ecosystems.

102f. INTRODUCTION TO PHYSICAL ANTHROPOLOGY (3)

Origin, evolution, and variations in human paleontology, human evolution theory, and diversities in modern human beings.

202f. ECOLOGICAL ANTHROPOLOGY (3)

Survey of different human-environmental interactions, and theories about human ecology, including human impact on the environment, basic ecological and evolutionary concepts as related to human adaptations.

Offered 1992-93 and alternate years

Prerequisite: 101, 102

303s. PRE-COLUMBIAN CIVILIZATIONS (3)

Alternative answers to the question "Who is civilized?" examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems.

Prerequisite: 101

270f. MEDICAL ANTHROPOLOGY (3)

Introduction to the cross-cultural epidemiology of disease, as well as a survey of cross-cultural concepts of disease, health and health care, including child birth and care. Prerequisite: 101 and 102, or permission of the instructor.

Offered 1991-92 and alternate years

274f. APPLIED ANTHROPOLOGY (3)

Survey of theories of applied anthropology in economic development, health care and environmental projects around the world. Analysis of the characteristics of successful and failed projects. Practicum in Atlanta. Prerequisite: 101 or Sociology 101

Offered 1992-93 and alternate years

303f. PRE-COLUMBIAN CIVILIZATIONS (3)

Alternative answers to the question, "Who is civilized?" examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems.

Prerequisite: 101

Offered 1992-93

304s. NATIVE PEOPLES OF THE AMERICAS (3)

Cultural evolution and cultural ecology approaches in anthropology used in a comparative study of bands, tribes, and chiefdoms found in North and South America. Attention given to problems of acculturation, assimilation, and culture change after European contact.

Offered 1991-92 and alternate years

Prerequisite: 101

307s. ECONOMIC ANTHROPOLOGY (3)

Anthropological analysis of traditional and

modern industrial economic systems and their interaction. Use of history and macroeconomics to examine development, urbanization, agriculture, households, ethnicity, and class.

Prerequisite: 101 or permission of the instructor

Offered 1992-93

331s. (CLASSICS 331)

MYTHOLOGICAL PATTERNS AND THEMES (3)

See Classics 331 for description.

410f.s. SPECIAL STUDY (2-4)

Supervised intensive study in a special field of anthropology.

482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR SOCIOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

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Prerequisite: permission of the instructors

Spanish

Assistant professor:

Rafael Ocasio

The major in the Department of Spanish is designed to develop proficiency in the four language skills and to present the cultural, literary and historical background of Hispanic countries.

Entering students are placed by the department after tests and interviews with faculty members.

All students of Spanish have the opportunity to live on the Spanish Hall and to improve fluency at the Spanish Dining Table or "la Mesa espanola", at the weekly tertulias, in the language laboratory, at the variety of academic activities hosted by the department, and

in daily association with our Hispanic student community. The Global Awareness program provides the opportunity for students to live and study in a Spanish-speaking country. The student is also encouraged to engage in exchange programs with Spanish or Latin American higher education institutions.

Requirements for the Major

223 or equivalent, 303, 304, 312; 344 or 354; a minimum of five additional courses at the 300 or 400 level

Cross-listed courses do not satisfy minimum requirements for the major.

Entering students whose foreign language proficiency is equivalent to one year of foreign language at the college level need 27 additional hours of foreign language credit above the 100 level to satisfy the requirements for a major; students entering with the equivalent of two years of foreign language at the college level need 24 additional hours above the Agnes Scott College intermediate level. This applies only to those students declaring a major in a foreign language and remaining in that major until graduation.

Requirements for the Minor

Objective: To satisfy the needs and interests of students who wish to combine the study of Spanish with other disciplines (International Relations, Economics, Psychology, etc.)

A minimum of 18 hours of courses beyond Spanish 101, 200 and 201 or 203; 223; 303 and 304; 315

Students may also take advantage of the cross registration program to take courses in translation or commercial Spanish. Course choices are subject to the approval of the Department of Spanish.

Students are strongly encouraged to acquire experience in a Spanish-speaking country through the Global Awareness Program or an approved study abroad program.

100f. ELEMENTARY (4)

Fundamentals of Spanish for conversation, writing, and reading. An introduction to Spanish literature. One hour of required practice.

- 101s. ELEMENTARY (4)**
Continuation of 100. Students with a grade of A or B may proceed into 203.
Prerequisite: 100
- 102f. (POLITICAL SCIENCE 107) INTRODUCTION TO LATIN AMERICA (3)**
See Political Science 107 for description.
- 200f. INTERMEDIATE (3)**
Training in the use of the Spanish language in conversation and writing. Readings from Hispanic literature.
Prerequisite: 2 entrance credits or completion of 101
- 201s. INTERMEDIATE (3)**
Continuation of 200.
- 203f. ACCELERATED INTERMEDIATE (5)**
Accelerated study of language skills at the intermediate level. Grammar review. Practice in oral and written expression. Readings in Hispanic art, history, and literature.
Prerequisite: 3 entrance credits or permission of the department
- 206f. (POLITICAL SCIENCE 211) (SOCIOLOGY 214) (WOMEN'S STUDIES 211) WOMEN IN LATIN AMERICA (3)**
See Political Science 211 for description.
- 223s. APPROACHES TO HISPANIC LITERATURE (4)**
Reading and discussion of major Spanish and Spanish American works of various periods and genres. Introduction to critical methods of literary analysis.
Prerequisite: 201 or 203 or permission of the department; 303 is recommended
223 is prerequisite to all 300- and 400-level literature courses, except by permission of the department.
- 301f. SPANISH LITERATURE TO THE GOLDEN AGE (3)**
Offered 1992-93 and alternate years
- 303f. ADVANCED SPANISH LANGUAGE (4)**
Phonetics, grammar review, work on the four language skills: listening, speaking, reading, and writing. Emphasis on oral proficiency.
Prerequisite: 201 or 203 or permission of the department
- 304s. ADVANCED SPANISH LANGUAGE (3)**
Grammar review, work on the four language skills: listening, speaking, reading, and writing. Emphasis on writing skills.
Prerequisite: 303 or permission of the department
- 311f. THE GOLDEN AGE: CONFORMITY AND DISSENT (3)**
The Moorish, picaresque, and exemplary novels, mystic poetry, the theatre of Lope de Vega, Calderon, and Tirso de Molina.
Offered 1991-92 and alternate years
- 312f. THE GOLDEN AGE: PROSE (3)**
Development of Spanish prose in this important period. Suggested works: Francisco Delgado, La lozana andaluza; Miguel de Cervantes Saavedra, Don Quijote; Francisco Quevedo, El Buscon.
Offered 1992-93 and alternate years
- 315f. HISPANIC CIVILIZATION AND CULTURE (3)**
Significant developments in Spanish and Spanish-American civilization and culture.
- 320s. TWENTIETH-CENTURY PROSE IN SPAIN (3)**
Includes writers from Unamuno and Ortega to Arrabal and Goytisolo.
Offered 1991-92 and alternate years
- 344f. THE SPANISH-AMERICAN SHORT STORY (3)**
Offered 1991-92 and alternate years
- 352s. THE NOVEL OF THE NINETEENTH CENTURY IN SPAIN (3)**
Offered 1991-92 and alternate years
- 353s. MODERN POETRY OF SPAIN (3)**
Offered 1992-93 and alternate years
- 354f. TWENTIETH-CENTURY SPANISH-AMERICAN LITERATURE (3)**
Offered 1992-93 and alternate years
- 410f,s. SPECIAL STUDY (2-4)**
- 490f,s. INDEPENDENT STUDY (4-8)**

Theatre

Assistant professors:

Becky B. Prophet

Dudley W. Sanders

The goal of the Department of Theatre is to establish high standards of creativity and critical awareness in order to deepen the student's appreciation of the theatre and its place in the liberal arts tradition. This aim is accomplished through a program that integrates theory, history, and practice. With the Winter Theatre as the laboratory, classroom acquaintance with all aspects of theatre can be expanded and supplemented through contact with the creative process leading to the produced play.

Students who are planning to major in Theatre should consult with the chair of the Theatre department early in their college careers.

Requirements for the Major

Courses required in the discipline:

100 (preferably taken during the first year),
231, 308, 310, 311, 326

Two of the following: 200, 201, or 202

One of the following resulting in a public performance: 327, 345, 410, or 490

Courses required outside the discipline:

Two of the following: Art: 161 or 162; any courses listed under the History and Criticism of Art

Classics: 332

English: 313, 314, 323, or 329

Music: 106 or 107

Philosophy: 232

Dramatic literature courses in the Departments of Classical Languages and Literatures, French, German, and Spanish

History: certain courses with the approval of the Department of Theatre

Theatre majors must be active Blackfriars during their junior and senior years. They also must assume active leadership roles in significant aspects of Blackfriars productions.

Requirements for the Minor

A minor in theatre must contain at least 18 hours. The student may design her own program to reflect a particular interest or

emphasis, such as a focus on an aspect of production or area of study. The program will be devised with the guidance and approval of the chair of the Department of Theatre. The program of minor study may provide a primary focus in one area of Theatre study, but should reflect an investigation of the three major areas of theatre: history, performance, and design. A student electing a theatre minor must be an active Blackfriar for at least one full year of her time at Agnes Scott. She must take an active leadership role in the creative efforts of technical theatre for at least one production.

100f. INTRODUCTION TO THE THEATRE (4)

Study of theatre as a creative process and cultural phenomenon. Includes text and performance analysis, the study of dramatic literature and opportunities to experience and explore the work of the actor, the designer and the director.

3 LEC, 1 LAB

117. INTRODUCTION TO PUBLIC SPEAKING (3)

Techniques of effective oral communication including methods of organization, means of presentation, and voice and diction, practiced in the context of group discussion and public speaking.

Does not satisfy Distributional Standard in Fine Arts

200f. TECHNICAL THEATRE (3)

Principles of stagecraft and lighting. Basic working knowledge of theatrical drafting, construction techniques for two- and three-dimensional scenery, painting, stage rigging and machinery, and lighting equipment and design. Practical application of techniques through participation in production.

2 LEC, 1 LAB

201s. SCENE DESIGN (3)

Principles of scenic design for the proscenium stage. Emphasis on script analysis, basic composition and research skills, theatrical drafting, and execution of designs in a color medium. Practical application of techniques through participation in production.

2 LEC, 1 LAB

202s. COSTUME DESIGN (3)

Principles of costume design for the stage. Emphasis on script analysis, period research, rendering techniques and execution of design in a color medium.
2 LEC, 1 LAB

203f. (ENGLISH 203) PLAYWRITING(3)

Principles of the craft of the playwright and the resources of the theatre, through reading of play scripts and the writing of a one-act play.
Prerequisite: permission of the instructor

206s. DANCE HISTORY (3)

A course designed to give the student a broad understanding of the historical background of the dance from its origins in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period.
Offered 1991-92 and alternate years

231. ACTING I: IMPROVISATION AND CHARACTER DEVELOPMENT (3)

Exercises and presentations that explore the creative process and free the student's imagination for application to scene study and class performance. Equal emphasis on improvisation and character development in preparation for performance assignments which represent the broad spectrum of contemporary world drama.

235s. ACTING II: CHARACTER DEVELOPMENT AND TEXT ANALYSIS (3)

Text analysis, scene study, and presentation with major emphasis on external factors of character, environment and ensemble. Focus on the creative process, including theory, in the preparation and presentation of appropriate performance assignments.

239s. ACTING III: TEXT ANALYSIS AND ACTING STYLES (3)

Study and practice in the presentation of scenes for women in various theatrical styles from many cultures and time periods.
Prerequisite: 235 or permission of the instructor

242f. (PHILOSOPHY 232) (ART 232) AESTHETICS (3)

See Philosophy 232 for description.

290. THEATRE PRACTICUM (1)

Credit for arranged creative work in design, technical theatre, or acting for Blackfriars productions. One credit hour for complete work as the head of costumes, scenery, or props, or as a stage manager, an assistant director, or an actor playing a major role in full-length Blackfriars productions. Students may earn up to four hours of practicum credit toward the major and up to two hours for the minor. Practicum credit may not be used to satisfy the Fine Arts distribution requirement.
Prerequisite: permission of the supervising professor and the department chair.

308f. THEATRE HISTORY I (3)

Examination of theatre's place in world culture from its primitive origins through 1650. Emphasis on performance content and style, theatre architecture and management practices as a reflection of a culture's value system and social structure.

310s. THEATRE HISTORY II (3)

Continuation of Theatre 308, 1650 to the present.

311s. CULTURAL PERSPECTIVES IN AMERICAN THEATRE (3)

Examination of the development of the theatre in America from the nineteenth century to the present. Concentration on and exploration of the many cultures which have contributed to it.

313s. SPECIAL TOPICS IN THEATRE HISTORY AND CRITICISM (3)

Study in contemporary and critical issues affecting the theatre as a social and aesthetic institution. Emphasis on the potential of theatre as an instrument for change.
Topic for 1991-92: Women and Theatre—A study of how theatre reflects the status of women over the centuries through examination of women theatre artists and characters.
Topic for 1992-93: Contemporary Performance—The burgeoning of theater and its merging with other performing arts since World War II. Close examination of major works reflecting the diversity of creative processes and productions in the modern world.
Topic for 1993- 94: African-American

Theatre—Survey from colonial times to present. Consideration of the contributions of African-Americans.

326f. DIRECTING I (3)

Study in approaches to realizing a script in performance. Exploration of the creative process of directing, methods to enhance inspiration, approaches to organization and creation of a promptbook. Special emphasis on the voice of women as directors. Prerequisite: 100 or permission of the instructor

327s. DIRECTING II (3)

Practical and creative application of directing theories and skills through staging a one-act play for public performance, beginning with casting and ending with closing night. Prerequisite: 326

345s. (ENGLISH 345) PLAYWRITING WORKSHOP (3)

Advanced study of the full-length playscript, with individual conferences and group workshop sessions culminating in the completion of a full-length play. Prerequisite: 203 or permission of the instructor

410f,s. SPECIAL STUDY (2-4)

Supervised intensive study of selected topics in theatre history or dramatic literature, or supervised advanced projects in the areas of acting, design, directing, or playwriting.

490f,s. INDEPENDENT STUDY (4-8)

Exploration of an area of intellectual or artistic interest, which results in the creation of a major piece of art or research.

Women's Studies

Director:

Assistant Professor Cozzens, *Department of English*

Advisors:

Associate Professor Cabisius, *Department of Classical Languages and Literature*

Associate Professor Kennedy, *Department of History*

Assistant Professor Berry, *Department of Sociology and Anthropology*

Assistant Professor Pippin, *Department of Bible and Religion*

The Program in Women's Studies integrates liberal arts education at Agnes Scott by offering students opportunities to focus on women through introductory and specialized courses, research, and internships. Working closely with the academic departments and with several campus organizations, Women's Studies seeks to promote understanding and analysis of all aspects of women's experience in multiethnic perspective through scholarship and community activities.

Women's Studies courses, which may be interdisciplinary or disciplinary, encourage students to develop their skills in critical thinking and oral and written expression and to use gender as a category of analysis in many areas of study. Courses in the program emphasize women's past and present roles in culture, politics, economy, family, and society, or issues such as changing gender roles, feminist theory, contemporary legal and political questions, women in the workplace, or women's education.

Students may choose to minor in Women's Studies or to complement their other majors and minors with a selection of Women's Studies courses.

Requirements for the Minor

Students may minor in Women's Studies by selecting a coherent program consisting of at least six courses chosen in consultation with the Women's Studies Director. 100 (permission of the Director required to exempt)

263 taken at least once

450 may count as one course

100f. INTRODUCTION TO WOMEN'S STUDIES (3)

Issues and methods of women's studies. This interdisciplinary course examines changing experiences and perceptions of women both in the United States and other cultures. Topics include women and work, sexuality, medicine, maturing, and creativity.

130s. (PSYCHOLOGY 130) PSYCHOLOGY OF WOMEN (3)

See Psychology 130 for description.

211f. (POLITICAL SCIENCE 211) (SOCIOLOGY 214) (SPANISH 206) WOMEN IN LATIN AMERICA (3)

See Political Science 211 for description.

212s. (SOCIOLOGY 211) THE FAMILY (3)

See Sociology 211 for description.

220s. (MUSIC 220) WOMEN IN MUSIC (3)

See Music 220 for description.

224f. (BIBLE AND RELIGION 224) WOMEN AND RELIGION (3)

See Bible and Religion 224 for description.

263s. TOPICS IN WOMEN'S STUDIES (3)

An interdisciplinary course focusing on an aspect of women's history, feminist theory, women's creative works, women in cross-cultural perspectives, depictions of women and theories about women. Some understanding of basic issues in women's studies is recommended. Course may be repeated for credit when subject matter varies. A Topics in Women's Studies course may be credited towards a major or a minor in another department with the approval of the chair of that department.

313f. (POLITICAL SCIENCE 313) WOMEN AND POLITICS (3)

See Political Science 313 for description.

322f. (HISTORY 322) WOMEN IN MODERN EUROPEAN HISTORY (3)

See History 322 for description.

330f. (HISTORY 330) THE HISTORY OF WOMEN IN AMERICA (3)

See History 330 for description.

331s. (BIBLE AND RELIGION 331) FEMINIST ETHICS AND SPIRITUALITY (3)

See Bible and Religion 331 for description.

336f. (SOCIOLOGY 336) SOCIOLOGY OF GENDER ROLES (3)

See Sociology 336 for description.

341s. (CLASSICS 341) (SOCIOLOGY 341) FAMILY AND SOCIETY IN THE CLASSICAL WORLD (3)

See Classics 341 for description.

410. SPECIAL STUDY (2-4)

Supervised intensive study of selected texts

Organization of the College

Agnes Scott College Faculty

(Date after name indicates year of appointment)

Christopher Ames (1986)

B.A. University of Texas at Austin; Ph.D. Stanford University
Assistant Professor of English

Albert Y. Badre (1984)

B.B.A. American University of Beirut; M.A., Ph.D.
University of Iowa
Professor of Economics (part-time)

Bona W. Ball (1967)

B.A. University of Virginia; M.A.T. Duke University; Ph.D.
University of Kentucky
Ellen Douglass Leyburn Professor of English

David P. Behan (1974)

B.A. Yale University; Ph.D. Vanderbilt University
Professor of Philosophy

Bernita C. Berry (1989)

B.A. Morris Brown College; M.S.W. Atlanta University;
Ph.D. Kent State University
Assistant Professor of Sociology

Sarah R. Blanshei (1990)

B.A. Bates College; M.A., Ph.D. Bryn Mawr College
Dean of the College; Professor of History

Barbara J. Blatchley (1990)

B.A. Indiana University; Ph.D. University of North Carolina
Assistant Professor of Psychology

Sandra T. Bowden (1968)

B.S. Georgia Southern College; M.A., Ph.D. University of
North Carolina at Chapel Hill
Charles A. Dana Professor of Biology

Arthur L. Bowling Jr. (1977)

B.S. College of William and Mary; M.S., Ph.D. University of Illinois
Associate Professor of Physics and Astronomy

Christabel P. Braunrot (1976)

B.A. McGill University; Ph.D. Yale University
Associate Professor of French

George T. Brown, Jr. (1988)

B.A. Davidson College; M.A., Ph.D. University of Virginia
 Director of Global Awareness Program; Faculty Grants Coordinator;
 Assistant Professor of Political Science

Michael J. Brown (1960-62; 1965)

B.A. LaGrange College; M.A., Ph.D. Emory University
 Charles A. Dana Professor of History

Ronald L. Byrnside (1975)

B.A. Cincinnati Conservatory of Music; M.A. Yale University;
 Ph.D. University of Illinois
 Charles A. Dana Professor of Music

Gail Cabisius (1974)

B.A. Smith College; M.P.A. Georgia State University; M.A.,
 Ph.D. Bryn Mawr College
 Associate Professor of Classical Languages and Literatures

Penelope Campbell (1965)

B.A. Baylor University; M.A., Ph.D. Ohio State University
 Charles A. Dana Professor of History

Ayse Ilgaz Carden (1978)

B.A. Agnes Scott College; M.A., Ph.D. Emory University
 Professor of Psychology

John J. Carey (1989)

A.B., Ph.D. Duke University; B.D., S.T.M. Yale University
 Wallace M. Alston Professor of Bible and Religion

Huguette D. Chatagnier (1969)

B.A. St. Mary's College; M.A. University of Notre Dame;
 Ph.D. Emory University
 Associate Professor of French

Augustus B. Cochran, III (1973)

B.A. Davidson College; M.A. Indiana University;
 Ph.D. University of North Carolina at Chapel Hill
 Professor of Political Science

Eileen L. Cooley (1988)

B.A. Florida State University; M.A., Ph.D. Emory University
 Assistant Professor of Psychology

Christine Cozzens (1987)

B.A., M.A. Stanford University; Ph.D. University of California, Berkeley
 Assistant Professor of English; Director of the Writing Workshop;
 Director of the Women's Studies Program

ORGANIZATION OF THE COLLEGE

Alice J. Cunningham (1966-67; 1968)

B.A. University of Arkansas; Ph.D. Emory University
William Rand Kenan, Jr. Professor of Chemistry

Rosemary T. Cunningham (1985)

B.A., M.A., Ph.D. Fordham University
Assistant Professor of Economics

Marylin Barfield Darling (1971)

B.S., M.M. Florida State University
Associate Professor of Physical Education

Rosemary Eberiel (1985)

B.A. University of Wisconsin; Faculte des Lettres, University of Aix-Marseille;
Ph.D. Harvard University
Assistant Professor of French

Steven Forbes-deSoule (1986)

M. Visual Arts Georgia State University
Assistant Professor of Art (part-time)

Michele Gillespie (1990)

B.A. Rice University; M.A., Ph.D. Princeton University
Assistant Professor of History

Steven R. Guthrie (1985)

B.A. Antioch College; Ph.D. Brown University
Assistant Professor of English

Thomas W. Hogan (1965)

B.A. University of Florida; M.A., Ph.D. University of Arkansas
Professor of Psychology

Edward Lee Hover (1984)

B.A. Hiram College; M.S. Virginia Polytechnic Institute; Ph.D.
University of Michigan
Assistant Professor of Biology

Linda L. Hubert (1968)

B.A. Agnes Scott College; M.A., Ph.D. Emory University
Professor of English

Gué Pardue Hudson (1974)

B.A. Agnes Scott College; M.A.T. Emory University
Dean of Students; Instructor in Education

Mary Kathryn Owen Jarboe (1974)

B.A. Agnes Scott College
Registrar

Judith Bourgeois Jensen (1977)

B.A. Chestnut Hill College; M.L.S. University of California at Berkeley
Librarian

Calvert Johnson (1986)

B.A. Kalamazoo College; M.M., D.M. Northwestern University
Associate Professor of Music; College Organist

Edward C. Johnson (1965)

B.A. Kentucky Wesleyan College; M.A. University of Missouri;
Ph.D. Georgia State University
Associate Professor of Economics

Frances G.R. Kennedy (1989)

B.A., M.S. University of Connecticut; Ph.D. University of Arizona
Instructor in Biology and Coordinator of the Laboratories

Katharine D. Kennedy (1981)

B.A. Duke University; M.A., Ph.D. Stanford University
Associate Professor of History

Robert A. Leslie (1970)

B.S. Davidson College; M.A., Ph.D. University of Georgia
Associate Professor of Mathematics

Myrtle H. Lewin (1983)

B.Sc. Witwatersrand University, Johannesburg, South Africa; M.A.,
Ph.D. University of Wisconsin
Associate Professor of Mathematics

Sally Anne MacEwen (1982)

B.A. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania
Associate Professor of Classical Languages and Literatures (on leave 1991-1992)

Thomas L. Maier (1990)

B.A. Franklin and Marshall College; Ph.D. University of South Carolina
Director of Academic Computing; Associate Professor of Chemistry

Kathryn A. Manuel (1958)

B.S. Purdue University; M.A. New York University; P.E.D. Indiana University
Professor of Physical Education

Theodore K. Mathews (1967)

B.A. Brown University; M.A.T. Harvard University; Ph.D. University of Michigan
Associate Professor of Music

Terry S. McGehee (1976)

B.A. Queens College; M.F.A. Washington University
Associate Professor of Art

ORGANIZATION OF THE COLLEGE

Mollie Merrick (1959)

B.A. Agnes Scott College; M.A. Teachers' College of Columbia University
Associate Dean of Students

Tommie Sue Montgomery (1986)

A.B. Wesleyan College; M.A. Vanderbilt University; Ph.D. New York University
Associate Professor of Latin American Studies

Jack L. Nelson (1962)

B.A. University of Kentucky; M.A., Ph.D. Harvard University
Professor of English

Lillian Newman (1948)

B.A. Lincoln Memorial University; B.S.L.S. George Peabody
College for Teachers; M.Ln. Emory University
Associate Librarian; Readers' Services Librarian

Rafael Ocasio (1989)

B.A. University of Puerto Rico, Rio Piedras; M.A. Eastern New Mexico
University; Ph.D. University of Kentucky
Assistant Professor of Spanish

Richard D. Parry (1967)

B.A. Georgetown University; M.A. Yale University;
Ph.D. University of North Carolina at Chapel Hill
Fuller E. Callaway Professor of Philosophy

Cynthia L. Peterson (1983)

B.S. James Madison University; M.Ed. Auburn University
Coach in the Athletic Program and Instructor in Physical Education

John F. Pilger (1979)

B.S., Ph.D. University of Southern California
Associate Professor of Biology

Patrica G. Pinka (1969)

B.A. University of Pittsburgh; M.A. San Francisco State College;
Ph.D. University of Pittsburgh
Professor of English (on leave Spring 1992)

Tina Pippin (1989)

B.A. Mars Hill College; M.Div. Candler School of Theology; Th.M., Ph.D.
Southern Baptist Theological Seminary
Assistant Professor of Bible and Religion

Janette B. Pratt (1986)

L.L.B. University of London; L.L.M. New York University
Assistant Professor of Political Science (part-time)

Becky B. Prophet (1982)

B.A. Alfred University; M.A., Ph.D. University of Michigan
Assistant Professor of Theatre

Martha Woodson Rees (1990)

B.A., M.A., Ph.D. University of Colorado
Assistant Professor of Anthropology

Rowena Renn (1984)

B.A. Mary Washington College of the University of Virginia;
M.A. Georgia State University
Instructor in Music

Regine P. Reynolds-Cornell (1986)

B.A., M.A., Ph.D. University of Texas at Austin
Adeline Arnold Loridans Professor of French

Lawrence H. Riddle (1989)

B.S. Carnegie-Mellon University; Mathematical Tripos, Part III,
Cambridge University; M.S., Ph.D. University of Illinois
Assistant Professor of Mathematics

Donna Sadler (1986)

B.A. Boston University; M.A., Ph.D. Indiana University
Assistant Professor of Art

Alberto C. Sadun (1984)

S.B., Ph.D. Massachusetts Institute of Technology
Associate Professor of Astronomy; Director of the Bradley Observatory

Dudley W. Sanders (1979)

B.A. Kenyon College; M.F.A. Northwestern University
Assistant Professor of Theatre

Ruth Schmidt (1982)

B.A. Augsburg College; M.A. University of Missouri; Ph.D. University of Illinois
President of the College

Catherine V. Scott (1984)

B.A. University of Florida; M.A., Ph.D. Emory University
Assistant Professor of Political Science (on leave 1991-1992)

Anthony C. Serpico (1989)

B.S. University of Alabama; M.Ed. University of North Carolina at Greensboro
Coach in the Athletic Program and Instructor of Physical Education

Edmund J. Sheehey (1987)

B.A., M.A. Fordham University; Ph.L., M.Div. Woodstock College;
Ph.D. Michigan State University
Hal and Julia T. Smith Chair of Free Enterprise

Elizabeth Roberts Spencer (1989)

B.A., M.A., Ph.D. Emory University

Assistant Professor of Education; Director of the Teacher Education Program

Peggy Thompson (1985)

B.A., M.A. Arizona State University; M.A. Emory University;

M.A., Ph.D. Indiana University

Assistant Professor of English

T. Leon Venable (1983)

B.S. Davidson College; Ph.D. University of Virginia

Assistant Professor of Chemistry

Daniel F. Waggoner (1987)

B.A., M.A., Ph.D. University of Kentucky

Assistant Professor of Mathematics

Ingrid E. Wieshofer (1970)

Teacher's Diploma, Ph.D. University of Vienna

Associate Professor of German

Harry Wistrand (1974)

B.A. Austin Collge; M.A. North Texas State University; Ph.D.

Arizona State University

Associate Professor of Biology

Emeritus Faculty

(Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.)

Mary Virginia Allen, Ph.D. (1948-1951; 1954-1979)

Professor of French

Margaret Perry Ammons, B.S., M.A., Ph.D. (1969-1989)

Professor of Education

Anna Josephine Bridgman, Ph.D. (1949-1974)

Professor of Biology

Jack T. Brooking, M.F.A., Ph.D. (1974-1985)

Professor of Theatre

Frances Clark Calder, Ph.D. (1953-1969; 1974-1986)

Professor of French

William A. Calder, Ph.D. (1947-1971)

Professor of Physics and Astronomy

Kwai Sing Chang, Th.M., Ph.D. (1956-1986)

Professor of Bible and Religion

- Miriam Koontz Drucker, B.A., M.A., Ph.D. (1955-1990)
Professor of Psychology
- Mary Walker Fox, B.A. (1937-1944; 1952-1979)
Instructor in Chemistry
- Paul Leslie Garber, Ph.D. (1943-1976)
Professor of Bible and Religion
- Julia T. Gary, Ph.D. (1957-1984)
Dean of the College, Professor of Chemistry
- Leslie Janet Gaylord, M.S. (1921-1968)
Assistant Professor of Mathematics
- John Lewis Gignilliat, B.A., M.A., Ph.D. (1969-1989)
Associate Professor of History
- Nancy Pence Groseclose, Ph.D. (1947-1979)
Professor of Biology
- Michael McDowell, M.A. (1950-1975)
Professor of Music
- Kate McKemie, B.S., M.A., Ed.D. (1956-1988)
Professor of Physical Education
- Raymond Jones Martin, M.S.M., S.M.D. (1950-1986)
Professor of Music; College Organist
- Katharine Tait Omwake, Ph.D. (1928-1929; 1930-1972)
Associate Professor of Psychology
- Marie Sophie Huper Pepe, Ph.D. (1951-1986)
Professor of Art
- Margaret W. Pepperdene, Ph.D. (1956-1985)
Professor of English
- Marvin Banks Perry, Jr., Ph.D., LL.D., Litt.D. (1973-1982)
President of the College
- Margaret Taylor Phythian, Docteur de l'Universite de Grenoble,
(1916-1919; 1923-1964)
Professor of French
- Sara L. Ripy, B.A., M.A., Ph.D. (1958-1989)
Professor of Mathematics
- Constance Shaw, B.A., Ph.D. (1966-1988)
Professor of Spanish

ORGANIZATION OF THE COLLEGE

Mary Boney Sheats, Ph.D., L.H.D., LL.D. (1949-1983)

Professor of Bible and Religion

Erika Meyer Shiver, Ph.D. (1962-1972)

Professor of German

Chloe Steel, Ph.D. (1955-1976)

Professor of French

John A. Tumblin, Jr. (1961-1990)

Professor of Sociology and Anthropology

Llewellyn Wilburn, M.A. (1920-1922; 1926-1967)

Associate Professor of Physical Education

Ronald B. Wilde, M.A.T. (1965-1978)

Assistant Professor of Mathematics

Roberta Winter, Ed.D. (1939-1974)

Professor of Speech and Drama

Myrna Goode Young, Ph.D. (1955-1956; 1967-1979)

Professor of Classical Languages and Literatures

Board of Trustees

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Atlanta, Georgia
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Chairman and Chief Executive Officer
C&S/Sovran Corporation
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Alumna
Wilmington, North Carolina
G. Scott Candler Jr.
Attorney, McCurdy and Candler
Decatur, Georgia
Evelyn Baty Christman
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Chair and Chief Executive Officer
Landis Construction Company
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Alumna
New York, New York
Joyce K. Essien
Acting Director
Public Health Practice Program Office
Centers for Disease Control
Atlanta, Georgia

ORGANIZATION OF THE COLLEGE

- Katherine A. Geffcken
Alumna
Professor of Greek and Latin
Wellesley College
Wellesley, Massachusetts
- L.L. Gellerstedt, Jr.
Chairman of the Board
Beers, Inc.
Atlanta, Georgia
- Joseph R. Gladden, Jr.
Vice President and Deputy General Counsel
The Coca-Cola Company
Atlanta, Georgia
- Edward P. Gould
Chairman of the Board and Chief Executive Officer
Trust Company Bank and Trust Company of Georgia
Atlanta, Georgia
- Nancy Thomas Hill
Alumna
Richmond, Virginia
- Anne Register Jones
Alumna
Atlanta, Georgia
- Donald R. Keough
President and Chief Operating Officer
The Coca-Cola Company
Atlanta, Georgia
- Martha Wilson Kessler
Alumna
Atlanta, Georgia
- Harriet M. King
Alumna
Associate Professor of Law, Emory University
Atlanta, Georgia
- Margaret A. Martin
Alumna
Administrative Coordinator
Junior League of Charlotte, Inc.
Charlotte, North Carolina
- Suzella Burns Newsome
Alumna
Atlanta, Georgia
- Betty Scott Noble
Alumna
Decatur, Georgia
- M. Lamar Oglesby
Vice President
Kidder, Peabody and Company
Atlanta, Georgia

- Douglas W. Oldenburg
President, Columbia Theological Seminary
Decatur, Georgia
- Susan M. Phillips
Alumna
Vice President for Finance and University Services
University of Iowa
Iowa City, Iowa
- Ruth Schmidt, *ex officio*
President, Agnes Scott College
Decatur, Georgia
- Nancy Holland Sibley
Alumna
Greenville, South Carolina
- B. Franklin Skinner
President and Chief Executive Officer
Southern Bell
Atlanta, Georgia
- John E. Smith, II
President, John Smith Company
Smyrna, Georgia
- Samuel R. Spencer, Jr.
President Emeritus
Davidson College
Davidson, North Carolina
- John H. Weitnauer, Jr.
Chairman and Chief Executive Officer (Retired)
Richway
Atlanta, Georgia
- Juliana M. Winters
Alumna
Senior Trial Attorney
Federal Aviation Administration
Atlanta, Georgia

Trustees Emeriti and Emeritae

- | | |
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| Ben S. Gilmer | Atlanta, Georgia |
| J.A. Minter, Jr. | Tyler, Alabama |
| J. Davison Philips | Decatur, Georgia |
| Mary Warren Read | Danville, Kentucky |
| Hansford Sams, Jr. | Decatur, Georgia |
| Hal L. Smith | Atlanta, Georgia |
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Assistant Dean of Students

Dorothea S. Market
Coordinator of Campus Events and Conferences

Mollie Merrick, B.A., M.A.
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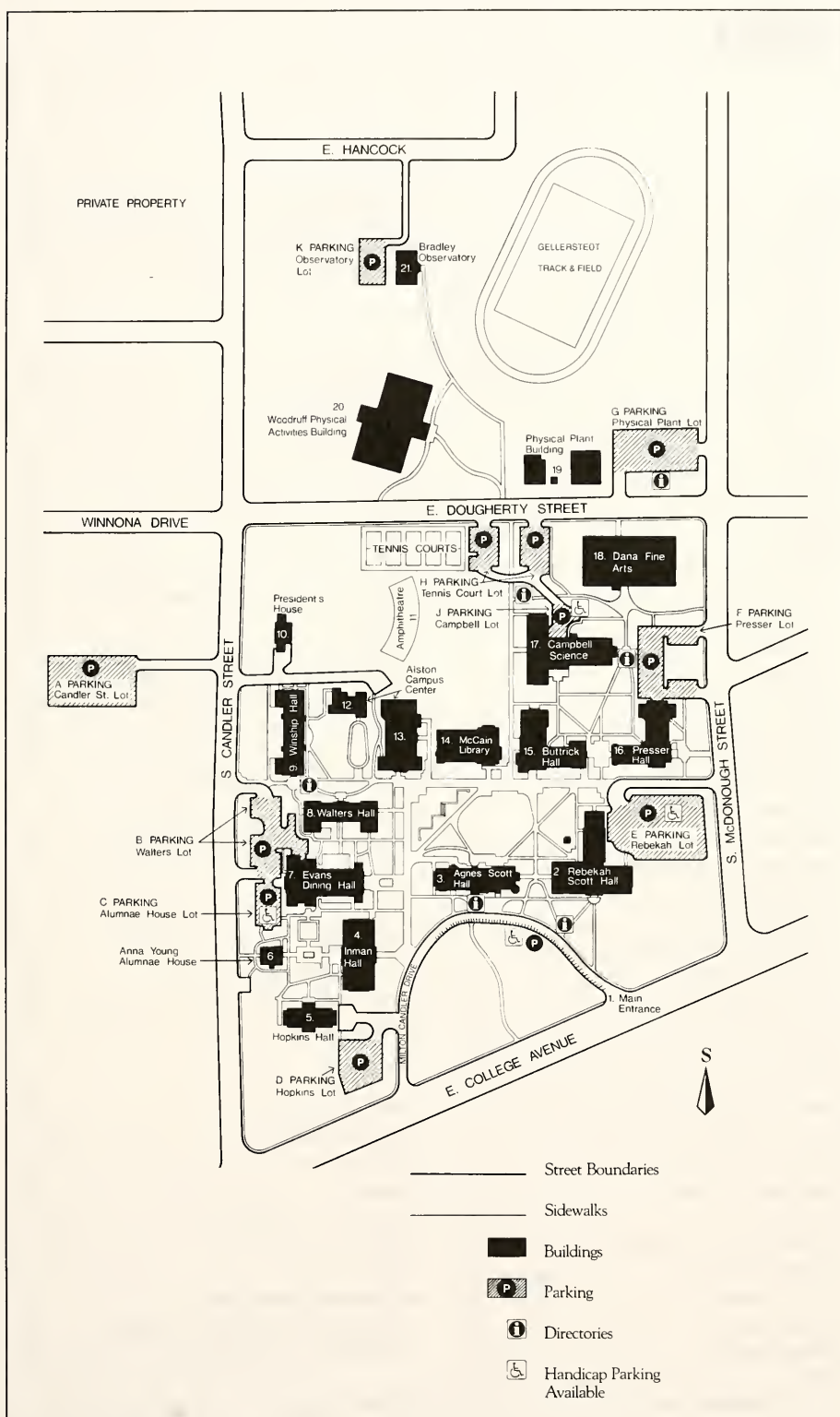
Kate B. Goodson
Comptroller

Karen L. Roy, B.A., M.B.A.
Assistant Vice President for Finance

Terry M. Lahti, B.A.
Director of Admissions

The ASC Campus

1. Main Entrance
2. Rebekah Scott Hall (residence hall, upper floors; Admissions Office, first floor)
3. Agnes Scott Hall (residence hall, upper floors; Dean of Students, Financial Aid, Career Planning, President, first floor)
4. Inman Hall (residence hall)
5. Hopkins Hall (residence hall)
6. Anna Young Alumnae House
7. Letitia Pate Evans Dining Hall
8. Walters Hall (residence hall)
9. Winship Hall (residence hall)
10. The President's Home
11. Amphitheatre
- 12 & 13. Wallace M. Alston Campus Center (comprised of the Frances Winship Walters Infirmary and the former Bucher Scott Gymnasium)
14. McCain Library
15. Buttrick Hall (classroom, faculty and administrative offices)
16. Presser Hall (music)
17. Campbell Science Building
18. Dana Fine Arts Building
19. Physical Plant Building
20. Robert W. Woodruff Physical Activities Building
21. Bradley Observatory
22. Gellerstedt Track and Field



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Academic Calendar, 1992-1993

Fall Semester

Classes Begin	Thursday, August 27
Labor Day (holiday observed)	Monday, September 7
Fall (midterm) Break	Friday, October 16 - Sunday, October 18
Thanksgiving Break	Wednesday, November 25 - Sunday, November 29
Last Day of Classes	Tuesday, December 8
Reading Days	Wednesday, December 9 - Thursday, December 10
Exams Begin	Friday, December 11
Exams End	Wednesday, December 16, 12 noon

Spring Semester

Classes Begin	Wednesday, January 24
Founder's Day	Wednesday, February 17
Spring (midterm) Break	Saturday, March 13 - Sunday, March 21
Easter Break	Friday, April 9 - Sunday, April 11
Last Day of Classes	Wednesday, May 5
Reading Days	Thursday, May 6 - Friday, May 7
Exams Begin	Saturday, May 8
Exams End	Thursday, May 13, 12 noon
Exams Seniors	Friday, May 7, 2:00 p.m.
Exams Seniors	Wednesday, May 12, 12 noon
Baccalaureate	Friday, May 14
Commencement	Saturday, May 15

The 1991-92 Academic Calendar can be found on the inside front cover of this catalog.

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Changes since the publication of the 1991-93 catalog:

Department of Art (Subject to approval by the faculty on 4-5-91)

A) Offering the following minor in art history:

102, 103, 480

Four additional courses in art history at the 200 and/or 300 level
The program must have the approval of the chair of the department
Suggested courses beyond the minimum requirement: ART 161, PHI 232

B) Offering the following minor in studio art:

161, 162, 480

Four additional courses in studio art
The program must have the approval of the chair of the department.
Suggested courses beyond the minimum requirement: ART 102, 103,
207, 208, PHI 232

C) Changing the prerequisite for 480 (Issues in Art Senior Seminar) to read

Open to seniors only - must be majors in art, minors in art
history, or minors in studio art.

Department of Bible and Religion

Offering the following topic for 463 (Junior-Senior Seminar in Religion)
in 1991-92: Modern Roman Catholicism

Department of German (Subject to faculty approval on 4-5-91)

Adding the following statements to the description for 310 (German
Life and Thought):

This course will periodically be offered as a Global Awareness course
with three weeks of travel to Germany in January and with follow-up
classes in the spring semester. Students experience contemporary
German society by living in a German-speaking environment through a
homestay supplemented by lectures and tours (see Global Awareness 201).
When offered as a travel course, special fees are required and Global
Awareness 200 is an additional prerequisite.

Global Awareness Program (Subject to faculty approval on 4-5-91)

Changing the hours of credit for GA 200 (Global Awareness Concepts)
from 3 hours to a range of 1 - 3 hours.

Renaissance Scholars Program

The Renaissance Scholars Program of the University Center in Georgia
will not be available during the 1991-92 academic year.

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